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ABSTRACT

A study was conducted to determine the career or educational interests of high school juniors in Monroe County, to compile information about potential Florida Keys Community College (FKCC) students, and to gather data to project future enrollment trends at the college for long-range planning. Information on students' educational/career interests was obtained from a questionnaire survey of juniors at each of the area high schools, while Monroe County Planning Department reports, state educational reports, FKCC records, and reports from other agencies provided information on enrollment projections, population trends, and business and industry needs and directions. Study findings included the following: (1) high school students expressed greatest interest in occupational studies in computer science, cosmetology, auto mechanics, secretarial science, and business administration/science; (2) the career and educational interests of males and females fell along traditional lines, although more females than males chose programs non-traditional for their sex; (3) needs of Monroe County employers did not correlate with the occupational interests of the high school juniors; (4) the county population was expected to increase over the next 37 years, primarily with respect to older, affluent adults; and (5) associate in arts programs ranked as a high need among the juniors. The study report includes the questionnaire, relevant demographic data, a literature review, and recommendations for planning. (LAL)

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A COMPREHENSIVE POSTSECONDARY EDUCATION MASTER PLAN FOR FLORIDA KEYS COMMUNITY COLLEGE

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1984

JC 840 062

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A COMPREHENSIVE POSTSECONDARY EDUCATION

MASTER PLAN FOR FLORIDA KEYS COMMUNITY COLLEGE

by

Ed J. Muraski

1983

Florida Keys Community College (F.K.C.C.) serves Monroe County, the southernmost county in Florida. The State of Florida mandates in the statutes that it is the responsibility of each Community College President to undertake long range planning. The F.K.C.C. President recognized the need for planning data and realized there were insufficient statistics for future planning. He therefore assigned the Dean of Instruction to begin a Comprehensive Postsecondary Education Master Plan (C.P.E.M.P.).

The major research question for the Comprehensive Postsecondary Education Master Plan is: What are the career or educational interests of all of the high school Juniors in Monroe County? The secondary purpose of this study was to compile information about the potential F.K.C.C. student and data to project future enrollment trends for F.K.C.C.

The Major Applied Reserach Project (M.A.R.P.) is the compilation of material for F.K.C.C.'s Comprehensive Postsecondary Education Master Plan. The M.A.R.P. project included in its procedures:

1. A questionnaire designed by the Dean of Instruction, Occupational Education, validated by a panel of experts, and checked for reliability by field testing. The questionnaire was then administered to all high school Juniors in Monroe County during their homeroom period.
2. A computer program was written to organize the questionnaire data into categories for analysis. The data was then presented into chart form to analyze the results.
3. Data was secured from the Monroe County Planning Department, State Educational Reports, F.K.C.C. records, and other related agencies to extract information enrollment projection, population trends demographic, industrial and business trends.
4. F.K.C.C. and State Community College goals were listed for determination of the college mission. All of this data was organized and compared to determine how it could be used in educational planning.

The findings of the three studies included in the M.A.R.P. indicated approximately the same number of students plan to attend F.K.C.C. next year based on the data provided. Only three students plan on taking Adult Education after graduation. The career and educational interest of males versus females falls along traditional lines, however, more females are enrolling in nontraditional programs than are males.

The needs of employers in Monroe County do not correlate with the interest of high school Juniors in Monroe County.

The population data shows an increase of population for Monroe County over the next thirty-seven years. This increase will be in the middle and upper Keys and is projected to be older more affluent adults.

Data supplied by this study indicates that the college should conserve resources presently at hand and that future development and expansion should be minimized. This trend was reflected in the following recommendations:

The programs listed as a high need in both the Employer Needs Assessment Survey and in the Career Interest Survey (C.I.S.) should be maintained or expanded as money becomes available.

Associates of Arts Programs ranked as having a high need by the high school Juniors should be supported and retained whenever possible.

The adult population will increase more than the high school population; therefore, recruitment efforts of F.K.C.C. should be increased for the adult population in Monroe County.

The college should consider recruiting outside of the county for programs such as Marine Technology.

A study should be undertaken to determine if the College is dropping in male enrollments.

F.K.C.C. programs should be expanded in the Middle and

and Upper Keys whenever possible, and the Marathon area will increase more than other areas.

The goals established by the college are appropriate and up to date, and flexible enough to accommodate changing factors interfacing with the college.

The C.I.S. study should be repeated every other year to establish a data base for projections and comparisons.

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CHAPTER I

INTRODUCTION

Monroe County, Florida, is comprised of a unique series of islands called "Keys" stretching southwest from the southern tip of Florida. The islands or "Keys," as they are called, are connected by Highway U.S. 1 and stretch about one hundred twenty-four miles from the base of southern Florida. Key West, the southern tip of the Keys, is about one hundred fifty miles from Miami, Florida.

The Keys share some similar characteristics with the mainland of Florida, such as climate, ethnic groups, part-time residents, water recreation and tourism; however, they are unique in most respects. Geographically, no one in the Keys is more than seconds from the water. Although there are three largely populated and composite communities in the Keys, only one Key, Key West, is incorporated.

Florida Keys Community College, established in 1965, serves all of Monroe County. The main campus is located in Key West with two campus centers located in Marathon (47 Mile Marker) and Coral Shores (92 Mile Marker). A Dountown Center in Old Key West serves as the non-credit office, Small Business Center, C.E.T.A. offices and Women's Center. They enroll approximately two thousand credit students per semester and over two thousand non-credit students per year. The college offers a variety of degrees and programs for a small

college. The degrees offered at F.K.C.C. are the Associate of Arts and Associate of Science. The college also offers certificate programs in several occupational education areas.

Monroe County also has a college center for Saint Leo College which offers a four year degree in Business Administration. Central Michigan University also offers a Masters Degree Program at the Naval Base at Boca Chica, and Florida International University offers extension courses in graduate work in education. Private Industry Council funded through Comprehensive Employment Training Act of 1982 offers some vocational training. There are no education opportunities for adults other than the Monroe County School District and those agencies listed above.

Due to the uniqueness and size of F.K.C.C. it is imperative that planning be done and that it be accurate. F.K.C.C. cannot depend on state wide data or master plans for large metropolitan areas to be representative of their needs.

Statement of the Problem

Florida Keys Community College selected a new president in 1979 who made some significant changes at the college. After making these changes, the president asked the Dean of Instruction, Occupational Education, to undertake a Comprehensive Postsecondary Education Master Plan. The president indicated there was insufficient statistical data on which to base a valid college plan. Thereby justifying changes to meet the future needs of the community. The

Florida statutes direct each community college president to be responsible for long-term and annual plans (Chapter 6A14, 1982). The president directed this planning project to cover the requirements for long range planning.

As a result of this request, the Dean of Instruction, Occupational Education, discussed the college's desire to undertake this task at the Monroe County Coordinating Council. A member of the Council, who is also the Superintendent of the School District, expressed his district's need for comparable data. The Council and the school district have agreed to cooperate, contribute to and use the Comprehensive Master Plan.

Background and Significance

This Major Applied Research Project (M.A.R.P.) is an important component and the final link in compiling data needed by Florida Keys Community College and Monroe County School District for a Comprehensive Postsecondary Education Master Plan. The Comprehensive Postsecondary Education Master Plan is comprised of four parts which are as follows: one, the Employer Needs Assessment; two, the study to determine career and educational interest of all high school Juniors of Monroe County; three, a compilation of data on the make up of potential students, and four, the incorporation of all pertinent data into a Comprehensive Postsecondary Education Master Plan for Florida Keys Community College. Florida Keys Community College feels that this data will

assist them in planning college programs for the future. The Comprehensive Master Plan is designed to provide Florida Keys Community College with specific data needed for future planning; however, whenever possible, data that will assist Monroe County School District has been incorporated into the survey and Comprehensive Master Plan. The School District has also agreed to provide data and assist the college in completing this project.

The Employer Needs Assessment was undertaken and completed in 1982 and that data will be incorporated into the Comprehensive Postsecondary Education Master Plan (Appendix A). The Career and Educational Interest Survey (C.E.I.S.) will secure a major portion of the new data needed for the Comprehensive Master Plan. Additional data will also be secured from the F.K.C.C. records, local agencies and state records to complete this Comprehensive Postsecondary Education Master Plan.

Research Question

The research question to be examined in this study is as follows: What are the career or educational interests of all of the high school Juniors in Monroe County?

Definition of Terms

The following terms are defined in the interest of clarity:

Career Interest Survey (C.I.S.) -

A survey questionaire developed by the Dean of Instruction, Occupational Education; validated by a committee, and field tested for reliability, was designated to obtain demographic, career, and future education information about high school students (future college students). See appendix C for a sample of the survey.

Comprehensive PostSecondary Education Master Plan -

(Long Range Planning) - A systematic plan involving all segments of the institution in forecasting the future of the institution and determining how it will meet its objectives. Each college is responsible for long-term and annual plans which include data, studies, and surveys essential to the development of a college program. This plan shall be concerned with the instruction, personnel, and other education features involving the interest and welfare of students and citizens of district (Chapter 6A14, 1982).

Employer Needs Assessment -

A survey of a cross section of employers in a geographic area or of employers in a specific trade or technical area to determine what their projected needs are for vocational education. The assessment is used to justify new programs or evaluate existing programs.

Full Time Equivalent (F.T.E.) -

A unit which measures a full time equivalent student by equating part time and full time students into a full

time ratio. The formula for determining F.T.E. is as follows: Ten (10) students taking three (3) semester hours of work (credit) yields one (1) F.T.E.

Basic Assumptions

The basic assumptions of this study are the following:

1. The student will respond to the career interest survey in a truthful manner.
2. The information and reports acquired from the State and County agencies, which are used in this study, are accurate.
3. The future can be predicted based on past data which will form a historical pattern unless unusual circumstances alter the course of events.

Limitations

The principle limitation of the study is the fact that career and educational interests are being predicted based on the response of high school Juniors who may change career and educational interests before they enter college or the world of work.

CHAPTER II

REVIEW OF THE LITERATURE

Planning

Comprehensive Planning means different things to different people. Most successful enterprises attribute their success or failure on their ability to plan accurately and predict their future needs. Without accurate planning an enterprise cannot develop their resources to meet their production needs. Koontz and O'Donnell (1964:79) say that, "Without planning, business decisions would become random, ad hoc choices." Postsecondary Education is no different from the typical enterprise. Postsecondary Education must have comprehensive planning to keep in time with today's complex needs. James W. Thornton stresses the need for planning in curriculum development in his book The Community and Junior College. Thornton (1974:160) says, "Planning the college-parallel offerings of the community junior college is not a simple task."

Lamar (1978) defines comprehensive planning as "The process of forecasting the future then preparing for it." Good (1959:117) describes comprehensive as:

> ...that characteristic of a point of view or philosophical mind which strives for a maximum of inclusiveness, so that the whole picture rather than scattered or isolated segments is in view; it arises from an intellectual

> dissatisfaction unless all relevant considerations have been explored.

Certo (1983:97) also puts it in simple terms, "corporate planning is the process of determining how the organization can get where it wants to go." Comprehensive Planning is not simplistic and involves many components. Wright's (1969:1) definition of comprehensive planning is more definitive:

> Comprehensive planning is a process of designing programs and allocating resources to achieve specific objectives, then modifying and improving those activities through continuous evaluation of how well the objectives are reached. It requires utilization of all available and applicable planning technologies, widespread involvement of those concerned with the results of planning - those who design and operate the system, those who pay the bills, those who are affected by the system, those who - in other agencies - have overlapping and/or related responsibilities, and those who control - or tap - needed resources and mechanisms for facilitating and coordinating the highest quality planning.

Generally speaking, comprehensive planning implies planing by encompassing all areas of a given enterprise or college. Therefore, planning at the typical community college should involve the business, instruction and the student service divisions of the college.

Planning is not only well represented in the current literature, but the described need for planning goes back to the early 1900's in literature. Early literature on comprehensive planning suggests a need for periodic planning. McGrath (1964:14) describes the need for and urgency of institutional planning today:

> In the language of the information sciences, (cybernetics, computer science, data processing, systems analysis, information storage and retrieval,

> etc.) education currently occurs in a non-real time mode but it may increasingly have both a need and a capability for operating in a real time... Changes in society, in the economy, and in science and technology--imply a reduction in the amount of time for institutional adaption. Education, from the point of view of its timeliness, can operate effectively in isolation from other institutions when change is relatively slow; it cannot be equally effective in isolation when change is relatively rapid, as is now the case. Hence, we are led inexorably to the idea that within the next twenty years learning environments ought to be designed more like real-time information processing systems

Longenecker (1973:111) defines comprehensive planning for the business manager as:

> Comprehensive long-run planning begins with a consideration of business strategy. Basic objectives must be analyzed and established.
>
> The second step involves the preparation of production, facilities, marketing, manpower, and financial plans on a department-by-department basis. Preparation of these plans requires forecasts of economic conditions and a projection of other probable developments. An evaluation of existing conditions affecting the firm is also basic to this step in planning. If funds for investment are limited--as is usually the case--this limitation must be understood.
>
> Following formulation of departmental plans, a step of integration must be taken. It is this step that produces a truly comprehensive plan rather than a set of contradictory plans. Each departmental plan must be questioned as to its contribution to established objectives. Each must also be examined to determine its compatibility with other plans of the corporation. If six departments each propose to spend one million dollars and only three million dollars are available, changes are imperative.
>
> The planning cycle is completed as plans are implemented and results analyzed. Results become inputs into the planning process and serve to improve planning for subsequent periods

Longenecker's concept could be interpreted to include planning of all phases and relationships of a college.

These relationships might include the community college served, state master plan, students served, university transfer, job opportunities for graduates, financial structure and internal resources available at the college presently. These relationships fit into the three common areas of the community college which are business, instruction and student service.

The literature includes many philosophies of how planning should take place and what planning is. Comprehensive planning by name implies a systematic approach using all phases and relationships of an instruction. Longenecker (1973) says that the system concept is employed in comprehensive planning by many modern business corporations today.

Certo (1983) feels that long range planning focuses on the organization as a whole. Since managers look at the total picture, planning should involve the whole or total. Certo (1983) states that long range planning extends for about three to five years in the future. This correlates with institutional planning in the community college which is slated for three and five year planning cycles.

Holly M. Jellison in "A Look to the Future Years" series for A.A.C.J.C. (1981:31) outlines her feelings about the shortcomings of many comprehensive plans or needs assessments in the following:

> Traditionally, community needs assessments are packages produced by a community college, a recreation department, a school superintendent's office, or another agency that carries out the data collection and analysis. There usually is no real community involvement on the part of individuals.

This study has defined Comprehensive Planning; it's significance and application seems apparent. Who is responsible for carrying out the process of comprehensive planning? Shannon (1973:6) is rather direct as he states:

> The search for better ways of running a college must focus on several essentials, but none more important than the policy makers and administrators themselves. Individuals assigned governance responsibilities can develop the right combinations of energy and resources to serve the college purposes or they can, if inefficient, subvert them. The leverage of authority, the power to make critical decisions about curriculum, admissions, staff relationships, and budgets, if used unwisely, can easily stifle learning or cause it to die of malnutrition.

Certo (1983) agrees that planning is a management function and that planning preceeds all other management functions.

Management is usually responsible for Comprehensive Planning. As has been defined Comprehensive Planning is necessary to support decisions made by management. In a Comprehensive Master Planning Project conducted by San Antonio Community College in Texas, a committee was charged with the responsibility of developing a plan for the institution. The committee was representative of all areas of the college district and was chaired by the Vice President of Student Personnel Services. The San Antonia Community College Committee was divided into three subgroups which researched each area thoroughly. The three areas were historical growth trends, educational forecasting, and potential student growth. Employment trends were secured from the Texas Employment Commission. Available data and new data were pulled together by the San Antonio Committee

and a comprehensive plan was compiled. The Committee made its recommendations to the President of San Antonio Community College.

Peter Drucker (1981:3) says when it comes to planning, "Shortness of vision can make one pray for the piranha." Planning cannot be handled lightly. Regardless of who performs the comprehensive planning, it is apparent the chief executive officer must use the plan appropriately. The other important factor to reiterate in the research is the need to involve as many segments of the institution or enterprise in the systematic planning process. This comprehensive input answers the incorporation of all important data needed to make the comprehensive plan valid.

State Wide Master Planning

It is essential in forecasting and planning for community colleges to look at state master plans for the college before a comprehensive master plan can be concluded.

Statistical information on Florida Public Education published in Focus in 1981 projected the largest increase in enrollments in vocational and adult education (Turlington, 1981). Focus also showed a growth of forty-five percent (45%) for school district postsecondary enrollments, fifteen percent (15%) for community colleges and six percent (6%) growth for the state universities (Turlington,1981).

The cutbacks in community college financial support was validated by data from two separate reports in Focus which are illustrated in Table 1 (Turlington, 1981).

Table 1

Percentage of Revenue For The
Division of Education
In Florida

1980	Total FTE	Revenue for Public Education	Percent of Revenue
School District	*	$2,918.4 million	78.6%
Universities	106,000	524.4 million	14.1%
Community Colleges	178,000	271.0 million	7.3%
			100.0%

*total FTE was not given
Source: Turlington, 1981

Since all enrollment data was not complete for the school district in Focus, no comparisons can be given to compare districts with other postsecondary agencies. It is apparent that state universities receive almost twice the revenue for nearly half of the F.T.E. generated by the community colleges. This ratio is not unique to Florida alone. It does, however, support the dilemma which F.K.C.C. and other community colleges face. Unless funds increase, instead of decrease, programs must decrease.

Not only do the community colleges in Florida suffer from a lack of funds and for funds in general compared to other divisions in education, but education in Florida receives minimal support. In a recent article in U.S. News and World Reports (1982), Florida ranked fifth from the bottom among all states in the U.S. in funds allocated to state

Florida Governor Bob Graham maintained in an economic seminar recently, "that if the state didn't upgrade its education system..and soon..it would be unable to attract high-technology industries that are vital to diversifying the economy and enlarging the tax base." (Birger, 1983). Birger (1983) stated that money isn't the only answer to improving education in Florida, but supported the Governor for setting the tone. The next step will be to sell higher taxes to support and improve education in Florida as a priority.

The 1982 Master Plan for the Florida Community College System (M.P.F.C.C.S.) emphasizes the committment to greater improvement of quality of education (Florida Master Plan, 1982). The 1982 M.P.F.C.C.S. emphasizes the changes in enrollment trends for the future and supports those changes with projection that there will be slight increases in enrollments but in general decreases are in the future. Last years enrollment increase was eighteen percent (18%) and next year projections are for fifteen point five percent (15.5%) increase. The M.P.F.C.C.S. (1982:14) developed by a steering committee states that "trends in enrollment and population has been a shift in the political environment which has translated into a non cost-conscious attitude on the part of the legislature." It further states that "Florida legislative frowns on growth in the community colleges for growth sake." That attitude has been supported by a reduction in financial support for community colleges.

The Florida Community College System in 1982-83 has returned funds twice due to shortfalls in state support to education.

A study on the impact of international education in the Florida community colleges by Edmond S. Blankenship (1981:7) shows that international student enrollments in Florida will increase significantly. The following quote from that study sums up the state community college dilemma and the proposed stated increase:

> Conservative estimates predict that the total annual number of international students attending postsecondary institutions in this country will exceed one million in the next decade. Ironically, this population is emerging at the same time that both individual institutions and state-wide systems are faced with the problems of spiraling educational costs, declining public demand for accountability of tax-revenue expenditures.

F.K.C.C. had an enrollment of approximately twenty-three (23) foreign students in 1982. The foreign student enrollment has been on the increase at F.K.C.C. and might contribute to a slight increase, but F.K.C.C.'s total enrollment is decreasing.

Pensacola Junior College President Ed Hartsell told his supervisors in a meeting, "to brace for a state (Florida) economic crisis that will probably require school budget scrimping for the next two years." (Thompson, 1982:1).

Herman Heise, President of Indian River Community College was quoted in the Palm Beach Post (1982:11) with the following: "No one likes to see educational programs cut back, but Florida is in a crisis due to the recession effect upon its unstable tax structure."

Developing a Comprehensive Postsecondary Education Master Plan for F.K.C.C. will be challenging in light of the financial impact of today's situation in Florida for community colleges. Melanie C. McCabe (1982:37) summed up the situation very aptly in a recent article in Higher Education Daily with this quote:

> No one can make infallible predictions for the direction of higher education this year...much less through the rest of this decade.

Although that quote may characterize our plight to be insurmountable, we will nevertheless attempt to achieve the unfeasible. Regardless of the conditions, those in positions of community college management must plan to, as Druker (1981:3) implies, "avoid the piranha."

Makeup of a Comprehensive Master Plan

What are some of the areas that a community college should look at and incorporate into its comprehensive master plan? Certo (1983:97) reminds us that "corporate planning is the process of determining exactly what the organization will do to accomplish its objective." It's evident that we should look at F.K.C.C.'s objectives and the objectives established in the State Master Plan for Community Colleges.

Holly M. Jellison (1981:32) advocates input from the community, a needs assessment, and advocates how it should be achieved:

> If you (the community college) can get fifty (50) community members into the gymnasium on a Saturday morning and start doing an informal needs assessment, let them create the instrument, and then have them go out and collect the data, and then have

> them bring the data back to you--then getting the data is only 50 percent of the whole process. The other 50 percent has everybody saying 'this is my process and I understand it and these people (the college) are concerned.

Kaufman (1967) stresses that the employer needs assessment is usually equated with planning and establishing goals. A needs assessment for a college or school district should include a broad spectrum of information about the community and all of the environments which impact on it and the school and college (Muraski, 1982).

Robert Shirley, in the National Center for Higher Education Management System Newsletter (1982) stresses the need to identify six decision areas in strategic planning in higher education. The six areas Shirley identified are: basic mission goals and objectives, program and service mix, geographic service area, and comparative advantages (Shirley, 1982). Shirley (1982) defines "comparative advantages" as the advantages an institution seeks over other similar institutions.

Researching comparative or competitive advantages has been stressed by other management resources identified in this study. That is not a need which will be addressed in this study since F.K.C.C. is the only community college in Monroe County, and St. Leo College, also in Monroe County, offers only a four year degree in Business Administration.

Koontz and O'Donnell (1964) remind us that we must consider the economic impact of where we want to go and the cost to get there. This is particularly important to the

community college at the present time. The community college can only plan on what is realistic and what they can afford; not quite the "open door" and "growth" policies which have been part of the community college tradition.

Lamar (1978) says that comprehensive educational planning includes time, funds, people and information. San Antonio Community College Comprehensive Master Plan Project (1981) included four major problem areas in their Plan. Those areas are:

1. Past District Growth Trends - It must be determined what kind of students we have served over the past five years.

2. Educational Forecasting - What will the major needs of students be during the next five years?

3. Potential Student Population for the Next Five Years - What do projections show will be both the number and characteristics of our students five years from now?

4. Future Programming and Delivery Systems - What kinds of instructional programs and methodologies will be necessary to best serve these students?

Earl J. McGrath (1964:9) feels strongly that "Long-range planning inevitably involves a consideration of the type of students a particular institution will attempt to serve." Few college professionals would argue with that; without students we cease to exist.

The Florida Keys Community College Comprehensive Postsecondary Education Master Plan which is submitted in this project includes four major areas of investication or information retrieved. Those areas are as follows:

1. The Employer Needs Assessment.
2. The study to determine career or educational interest of potential students.
3. Compilation of data on potential students.
4. Incorporation of all pertinent data.

The four areas above are consistent with recommendation from the research literature. Number three and four above are all inclusive and broad, but will be defined in more detail in the Procedures.

Career Interest Survey

The review of the literatures to this point has dealt with a comprehensive plan in general. The needs assessment was also discussed as well in a prior report which investigated the employment needs in Monroe County (Muraski,1982). See Appendix A for an abstract of that project. The employer needs assessment is, therefore, complete. The other data compiled relates to the previous discussion of comprehensive planning. Since the career or educational interest survey introduces new concepts and is a major component of this comprehensive master plan for postsecondary education, the remainder of this review of the literature will focus on the related research in career interest surveys.

Jerry Harris (1976) conducted a study of Texas State Technical Institute in Waco, Texas, using a survey instrument to study the interest of close to seven thousand high school students in the Waco area (Harris, 1976). The instrument used to survey the students was developed under contract to a consulting firm. The instrument was used in 1972 and again for this survey in 1976. The instrument consisted of

ninety-four career choices and a listing for "other" or "no response" as well. The student was asked to rank their occupational interest by checking first, second, or third choice (Harris, 1976).

Most of the career areas selected for the Harris (1976) survey appeared to be for professional or four year degree positions. Some occupations, however, were open; such as "Skilled building trades" (Harris, 1976). The only problem with this design is that it limits the choices a student has. Who can decide which ninety-four occupations should be used?

The Harris survey compared 1972 choices surveyed with 1976 choices surveyed, and the difference was significant (Harris, 1976). Students made different choices in 1976 than in years prior. The only significant change was with students who chose to attend a "junior college rather than a four year college." More than twice as many students chose this category than in the previous year.

DeBord and Williams did a study in Jackson, Mississippi for the University of Mississippi to analyze the long range needs of occupational students (DeBord and Williams, 1976). The Mississippi study looked at several aspirations and needs of students. Their study of students' future location and program interest should help the state in long range planning. DeBord and Williams' study assumed that a certain percent of students were going to leave the state regardless of other conditions; but the results found that skilled students

would stay in the state if jobs were attainable (DeBord and Williams, 1976). This was the most significant finding in the study.

Becker (1978), did a study at the University of Texas at Austin, of three thousand seven hundred and thirty-five (3,735) Liberal Arts majors. The University of Texas study asked questions about career interest, job prospects, change in majors and needs for career counseling to name a few (Becker, 1978). The findings of college major changes seems to be different from past research. Although no percentage was given, the University of Texas study showed little change in college major or career interest between the student's Freshman to Senior year (Becker, 1978).

Pamela Davidson did a study in North Carolina to determine education needs of five hundred forty-five (545) inmates in North Carolina (Davidson, 1977). The North Carolina survey compiled a great deal of information about the inmates and their needs. Davidson's five page questionnaire asked the inmates on one page to select their first, second and third choice of forty-two (42) career choices for educational programs. The choice survey form also listed room for other areas to be added. Fifteen percent (15%) of the inmates selected "other" as their choice. Auto Mechanics, Heavy Equipment, and Welding were the top choices in that order (Davidson, 1977).

Edison Easton (1968) conducted a study of nine hundred eighty (980) managers, administrators and profes-

sional people in South-Central, Oregon. The objective of Easton's (1968) survey was to determine educational needs, times, places and approve the respondent's desired continuing education. The study did not add significant new information; however the study did give some information about the needs of respondents. Unfortunately, only ten percent (10%) of the sample responded (Easton, 1968).

Copa and Murice (1977) surveyed a sampling of Minnesota's population to determine their need for additional job training. The data on needs for job training was comprehensive, but not relative to this study. However, the Minnesota survey also inquired about occupational choices. The occupational choices most requested for more training were Professional/Technical (25%), Crafts (12%), Clerical (11%), Managerial/Administrative(9%), and Services (8%)(Copa and Murice, 1977). The questions were all centered around job training, but their career choices section did indicate career interest. The age group for the Minnesota survey was 16 years and over; however, those most frequently responding positive to a need for more job training were between 16 and 25 years (Copa and Murice, 1977).

The primary purpose of this study is to determine what the career or educational interest is of all high school Juniors in the feeder high schools in Monroe County. The secondary purpose of this study is to compile pertinent information with the career interest survey data and incor-

porate this collective data into a Comprehensive Post-secondary Education Master Plan.

CHAPTER III

PROCEDURES AND METHODOLOGY

Overview

This Major Applied Reserach Project (M.A.R.P.) is the most important component and the final link in compiling data needed by Florida Keys Community College (F.K.C.C.) for the Comprehensive Postsecondary Education Master Plan. The Comprehensive Postsecondary Education Master Plan is comprised of four parts which are as follows: one, the Employer Needs Assessment; two, the study to determine career and educational interests of potential students; three, a compilation of data on the make-up of potential students; and four, the incorporation of all pertinent data into a Comprehensive Postsecondary Education Master Plan for Florida Keys Community College. F.K.C.C. feels that this Master Plan will be invaluable in planning college programs for the future.

A major component of this Major Applied Research Project is the study to determine the career and educational interests of all of the high school Juniors in the feeder high schools in Monroe County (See Appendix B). The Career and Educational Interest Survey (C.E.I.S.) has been designed to compile the following data:

1. Secure demographic data about potential Florida Keys Community College (F.K.C.C.) students.
2. Analyze the postsecondary interest of the high school Juniors..

3. Determine the occupational interest of potential F.K.C.C. students.
4. Determine the number of students who plan to attend F.K.C.C.
5. Determine the number of students who plan to take Adult Education other than F.K.C.C.
6. Analyze goals of high school Juniors after graduation.
7. Determine career and educational interests of male versus female and by ethnic breakdown.

The Career and Educational Interest Survey (C.E.I.S.) is designed to secure the missing data needed to bring together information necessary to develop the Comprehensive Postsecondary Education Master Plan.

The Comprehensive Postsecondary Education Master Plan defined will require a combination of known data and new data brought together into a cohesive plan. The employer needs assessment was completed as a Nova University Practicum and is being used by the Florida Governor's office as an exemplary employer needs assessment (Muraski, 1982). This employer needs assessment outlines the employment needs for Monroe County, and will become part of the known data compilation.

Procedures for the Career and Educational Interests Survey

All feeder high school Juniors in Monroe County were surveyed to examine the career or educational needs of Potential students in Monroe County as expressed in the INTRODUCTION. The following procedures were followed in collecting the data:

1. The questionnaire in Appendix C was designed by the Dean of Instruction Occupational Education at F.K.C.C. and the Director of Research

at Monroe County School District. The questionnaire was validated by Comprehensive Postsecondary Education Master Plan Advisory Committee. The Advisory Committee was composed of the following individuals:

Dr. W. Seeker	President, F.K.C.C.
Dr. H. Massey	Dean, F.K.C.C.
Dr. A. Henriquez	Superintendent Monroe County School District
Dr. O. Cox	Director of Research Monroe County School District

Dr. Massey suggested some modifications to the questionnaire. These modifications were made and included into the questionnaire.

2. The reliability of the questionnaire was established through field testing. The questionnaire was field tested with an Engineering Drafting class at F.K.C.C. with fifteen (15) students in attendance. Students in the class responded positively to the field test. Additional changes were suggested by the M.A.R.P. Committee which were implemented to acquire demographic data.

3. All eleventh grade students in the feeder high schools of Monroe County (Appendix B) were asked to complete the questionnaire during their homeroom period.

4. A computer program was written to organize the questionnaire data into categories for analysis. A composite of the data has been made and the data is presented in chart form to illustrate the results.

5. The results of the data has been published and distributed to the counselors and administrators in F.K.C.C. and the Monroe County School District.

Procedures and Methodology for Collecting Additional Data

Data has been secured from the following agencies to obtain the information for the Master Plan:

1. Data has been secured from the Monroe County Planning Office which defines population

trends,business and industrial activity and growth, military population, and other pertainent data on Monroe County.

2. Data has been secured from the State predicting proposed high school enrollments and demographic data on potential elementary, secondary and adult education students.

3. Data extracted from the Employer Needs Assessment completed in 1982 for F.K.C.C. is applicable to this Master Plan.

4. Data has been extracted from State Reports which predict financial projections pertinent to this Master Plan.

5. F.K.C.C. and State Community College goals have been listed for determination of the college mission.

6. Data on the future plans for the military base will be secured and analyzed.

Data from the Career and Educational Interest Survey has been combined with the data described above. This compilation of data and information has been combined into the Comprehensive Postsecondary Education Master Plan for Florida Keys Community College (F.K.C.C.), and the F.K.C.C. Five (5) Year Master Plan.

Additional known data has been secured from the F.K.C.C. Registrar, the State Community College Division Office, the Office of the State Superintendent of Schools, local data on growth patterns and other pertinent data. This collection of information has been compiled and detailed in the RESULTS section of this study.

The goals of Florida Keys Community College and the goals of the Master Plan for the Florida Community College System has been analyzed and incorporated into the Comprehensive Postsecondary Education Master Plan.

CHAPTER IV

PRESENTATION OF RESULTS

Results of the Career and Educational Interests Survey

Table 2 shows a composite or overall response of all four feeder high school Juniors surveyed in Monroe County. The list of high schools surveyed appear in Appendix B. Two hundred three (203) males and two hundred one (201) females responded to the survey. There are about four hundred ninety (490) Juniors enrolled in the four schools in 1982-83. Therefore, about ninety (90) were either absent or not in the class at the time the survey was distributed. The breakdown under Section A, Number 2 in Table 2 gives the ethnic breakdown of the students. It should be noted that three students did not wish to fill out that section which totals four hundred one (401). Typically, students filling out questionnaires miss some questions or don't understand the questions and leave them blank. No areas were significantly left unanswered.

Continuing on Table 2, the area most frequently selected was "other." The responses listed under "other" are shown. Many of the "other" responses listed are legitimate occupational areas not given, while some were listing "academic" areas, which are listed on the back side of the questionnaire (page two). The next most frequently listed area was Computer Science with Cosmetologist running second. A

TABLE 2

QUESTIONNAIRE RESULTS FROM CAREER AND EDUCATION INTEREST SURVEY FOR KEY WEST HIGH SCHOOL, MARY IMMACULATE HIGH SCHOOL, CORAL SHORES HIGH SCHOOL, AND MARATHON HIGH SCHOOL.

A. Responses: (Raw Scores are listed)

1. 203 Male 201 Female

2. 36 Black 0 Indian 3 Asian

44 Hispanic 318 White

B. Responses: (1st choices are given in Raw Scores)

4	Clerk Typist
17	Auto Mechanics
13	Registered Nurse
3	Business Machines
3	Marketing & Sales
4	Cooking
	Checker & Stocker
	Geriatric Care
	Groundskeeping
3	Real Estate
	Sewing
2	Security Guard
	Cabinet Maker
	Home Economist
3	Advertising Art
11	Commercial Art
25	Cosmetologist
2	Fire Science
1	Woodworking
4	Bookkeeping
12	Accounting
15	Secretary
7	Receptionist
	Paramedic
3	Carpenter
3	Drafting
4	Photography
4	Welding
9	Scuba Diving
2	(Resort Management)
10	Small Business Management
13	Business Administration & Management
1	Air Conditioning & Refrigeration
2	Licensed Practical Nurse
3	Marine Diesel Technician
	Marine Parts Counterperson
3	Nursing Assistant or Nurses Aide
2	Gasoline Engine Technology
7	Police Science & Administration
	Radio & Television Maintenance & Repair
	Emergency Medical Technician
	Heavy Equipment Operator
	Marine Fiberglass Maintenance/Repair
7	Seamanship & Navigation - Captain Certification
1	Banking -- New Accounts Counselor
9	Commercial Fishing Operations
2	Hotel & Motel Management
1	Repair & Maintenance of Scuba Equipment
	Small Electrical Appliance Repair
3	Banking -- Savings & Loan Counselors
0	Environmental Marine Technology
48	Computer Programmer
8	Electronic Technology
2	Auto Body & Fender
8	Engineering Technology
	Financial Management

breakdown of the twelve most popular occupational areas is listed as follows (omitting the "other" column):

Computer Programmer
Cosmetologist
Auto Mechanic
Secretary
Business Admin. and Management
Registered Nurse
Accounting
Commercial Art
Commercial Fishing Operator
Scuba Diving
Electronics Technology
Engineering Technology

The most unusual note in the responses to the occupational studies checked off is the number of areas with no response. Twelve areas received no response. This seems unusual for four hundred four (404) responses.

Table 3 under question number two shows that Business Administration is the most popular Associate in Arts program with "other" being second, and Criminal Justice being third. Since the Associate in Arts majors were those listed at F.K.C.C., several academic areas are not represented. The students identified several of these under "other." Those listed under "other" are shown at the bottom of Table 3.

Table 4 gives the responses to question B-3. A surprisingly large number of students selected out-of-state colleges or universities. We have no data to compare that percentage with, but seventy-three (73) for out-of-state college or university was higher than the next selection, Florida Keys Community College with seventy-two (72). Sixty (60) students checked the last area indicating that their

TABLE 3

QUESTIONNAIRE RESULTS FROM CAREER AND EDUCATION INTEREST SURVEY FOR QUESTION NUMBER B-2, SECOND PAGE*

Question: (B-2)

If your career area is not represented in the previous occupational area and you plan to go to college, please check one of the areas below:

Two year Associate in Arts preparation for

Responses:

10	Art
16	Biology
41	Business Administration
2	Chemistry
19	Criminal Justice
4	Education
15	Education
4	Modern Foreign Language
11	Music
13	Photography
0	Physics
3	Social Studies
9	Theatre
3	General Transfer
37	Other

Responses to Other:

Cosmetologist
Pre-medical Program
Law
Computer Programmer
Psychologist
Medicine
Interior Design
Fashion Design
X-Ray Technician
Disc Jockey
Electronics
Wrestling
Court Reporter
Public Relations
Resort Manager
Agriculture
Theology
Jet Engine Mechanic
Aviation
Physical Therapist

*composite of all feeder high schools

career objective was not available in Monroe County. Several of the listings under "other" are available in Key West.

A composite of each high school's responses to the Career and Educational Interest Survey is listed in Appendix E through H. The Coral Shores Juniors listed "Other" the highest in the Occupational Area and Computer Programmer was second with Business Administration and Cosmetologist tied for a close third. "Other" was the highest response to question B-2 with Business Administration being second. Only two (2) students indicated they would attend F.K.C.C. The highest response was out of Monroe County thirty-two (32) and thirty-one (31) indicating an out-of-state college or university for the after high school response.

Key West High School (K.W.H.S.), on the other hand, selected "Other" the highest in the Occupational Studies areas and Computer Programmer second with Cosmetologist third. K.W.H.S. Juniors selected Business Administration as their Associates Arts major and "Other" second, with Math and Photography tied for third. Fifty-five (55) K.W.H.S. Juniors selected F.K.C.C. for their plans after high school with twenty-four (24) selecting out-of-state colleges or universities.

The Marathon High School Juniors selected Computer Programmer as the first choice in the Occupational Studies area with "Other" a close second, and Registered Nurse, third. The Marathon Juniors selected Business Administration as their first choice in the Associate Arts area with

Criminal Justice and "other" tied for second. Only seven (7) Marathon Juniors selected F.K.C.C. Thirteen (13) selected out-of-state colleges or universities and nine (9) indicated a career objective outside of Monroe County.

Only a few Mary Immaculate Juniors selected Occupational Studies. The "Other" category was the first choice with Cosmetologist second. Criminal Justice was the Associates Arts choice for Mary Immaculate High School. Eight (8) Mary Immaculate students selected F.K.C.C.

Mary Immaculate High School had the highest percentage of Juniors selecting F.K.C.C. as their choice for postsecondary education after graduation from high school. Thirty-eight percent (38%) of the Juniors at Mary Immaculate High School chose F.K.C.C. Key West High School Juniors were second with fifty-five (55) Juniors or thirty-two percent (32%) selecting F.K.C.C. after graduation. Nine percent (9%) of the Marathon High School Juniors and less than two percent (2%) of the Coral Shores High School Juniors selected F.K.C.C. as their choice for postsecondary education after graduation. The low response for F.K.C.C. at Marathon and Coral Shores is understandable since there are limited offerings in those campus centers.

Table 5 shows a comparison of the responses in the student interest in the Occupational Studies (question B-1) with the mean rank of the Employer Needs Assessment (Muraski 1982). A number one (1) would be the highest. On Table 5 Accounting ranked number two (2) and is the highest employer

TABLE 4

QUESTIONNAIRE RESULTS FROM CAREER AND EDUCATIONAL INTEREST SURVEY FOR QUESTION NUMBER B-3, SECOND PAGE*

Question: (B-3)

After High School I plan to attend one of the following, (check first and second choice)

Responses:

72 Florida Keys Community College
23 Other Community College
38 Technical School
0 Adult Education
52 A Florida University
15 Private College
31 Full time work
37 A Florida State University
73 An out-of-state college or university
34 Go to work (See below if you check here)

during which I plan to attend

3 Adult Education
11 Community College
16 Technical School

60 I cannot seek my career objective because it is not available in Monroe County.

(If checked directly above) My career objective is:

Responses to Career Objectives:

Law
Cosmetologist
Military
Nursing
Professional Athelete
Fishing
Pilot
Auto Mechanic
Pre-medical Program
Fashion Design
Computer Programmer
Computer Technician
X-Ray Technician
Car Test Driver
Doctor
Chiropractor
Conservationist
Disc Jockey
Welding
Coast Guard
Policeman
Millright
Psychologist
Journalism
Agriculture
Bookkeeper
Postal Worker
Engineering
Art
Air Traffic Control
Diesel Mechanic
Marine Biologist
Funeral Director
Minister
Aviation Technician

*composite of all feeder high schools

need listed. The student interest responses to the Occupational Studies (question B-1) are in order of the highest number of responses being number one (1), Computer Programer to the sixteenth highest response being Seamanship and Navigation. The employer needs mean rank comes from Table 3 in Appendix A.

It is evident from Table 5 that there is no positive correlation between the high school Juniors interest and the employer needs in Monroe County. Only six (6) of the occupations selected by the students were in the bottom quartile of the Employer Needs Assessment. This response is not unusual or unexpected. Many of the students leave the area for employment, and some of the occupations listed as low in need in Monroe County are high nation wide. Engineering Technology, for example, is in the top ten in employer needs nation wide but low in Monroe County.

Table 6 displays a listing of all responses to "Other" categories under questions B1, B2 and B3 in the questionnaire broken down by males and females. No analysis will be made of this data, however, it is interesting to note the varied interest of the students in Monroe County. These selections are very practical and represent the career choices students are now researching due to improved career counseling. Some of the write-ins under "Other" were on B1 or B2 on the questionnaire.

Table 7 illustrates a comparison of how the males compared with the females, and how the different cultural

TABLE 5

COMPARISON BETWEEN STUDENT INTEREST AND EMPLOYER NEEDS

Student Interest in Occupational Studies, in Rank Order:	Mean Rank of Employer Need:*
1. Computer Programmer	15
2. Cosmetologist	54
3. Auto Mechanic	7
4. Secretary	3
5. Business Administration/Management	6
6. Registered Nurse	10
7. Accounting	2
8. Commercial Art	52
9. Commercial Fishing Operations	42
10. Scuba Diving	35
11. Electronic Technician	16
12. Engineering Technology	44
13. Small Business Management	4
14. Receptionist (Tie)	9
14. Police Science/Administration (Tie)	24
14. Seamanship and Navigation (Tie)	36

*Source: TABLE 3, NEEDS ASSESSMENT FOR MONROE COUNTY, 1982

TABLE 6

A COMPOSITE OF THE WRITE IN'S UNDER "OTHER" FOR QUESTIONS B1, B2, & B3

FEMALE

B1 OTHERS
- Lawyer
- Psychologist
- Pediatrics
- Actresses
- Doctors
- Veterinarians
- Dental Assistant
- Singer/Drama
- Airline Stewardesses
- Architecture
- News Reporter
- Journalism
- Chiropractor
- Child Care
- Child Abuse Worker
- Computer Designer
- Data Processing
- Special Educator
- Telephone Operator
- French
- Interior Designer
- Sports Commentator
- Teletype Operator
- Court Reporter
- Chemistry
- Stenographer
- Social Worker
- Music Producer
- Truck Driver
- Dance
- Theatre
- Archaelogist

B2 OTHERS
- Cosmetologist
- Pre-Medical Program
- Lawyer
- Interior Designer
- Fashion Designer
- Computer Programmer
- Psychologist
- Medicine
- Court Reporter
- Public Relations
- Resort Manager

B3 OTHERS
- Lawyer
- Cosmetologist
- Nursing
- Fashion Designer
- Journalism
- Medical
- Agriculture
- Bookkeeper
- Fishing
- Truck Driver
- Postal Worker

MALE

B1 OTHERS
- Military
- Professional Sports
- Doctor
- Lawyer
- Pilot
- Physical Therapist
- Dentist
- Chiropractor
- Psychologist
- Funeral Director
- Drama
- Communication
- Physical Education
- Air Traffic Controler
- Aviation Technician
- Aeronautics
- Airplane Mechanic
- Biologist
- Marine Biologist
- Agriculture
- Conservationist
- Wrestling
- Fisherman
- Car Test Driver
- Plumber
- Electrician
- Computer Engineer
- Photo Copier
- Writer
- Musician
- Theology
- Architectural Designer
- Outboard Motor Mechanic
- Disc Jockey

B2 OTHERS
- X-Ray Technician
- Psychologist
- Disc Jockey
- Agriculture
- Theology
- Computer Programmer
- Medicine
- Jet Engine Mechanic
- Electronics
- Wrestling
- Aviation
- Physical Therapist

B3 OTHERS
- X-Ray Technician
- Car Test Driver
- Doctor
- Chiropractor
- Conservationist
- Professional Athelete
- Disc Jockey
- Computer Technician
- Computer Programmer
- Engineering
- Art
- Policeman
- Fisherman
- Air Traffic Cont.
- Diesel Mechanic
- Marine Biologist
- Musician
- Funeral Director
- Minister
- Aviation Tech.
- Pilot
- Auto Mechanic
- Military
- Welding
- Coast Guard
- Millright

Table 7

COMPARISON OF MALE, FEMALE, AND CULTURAL GROUPS IN RESPONSE TO THE OCCUPATIONAL STUDIES QUESTION, BROKEN DOWN INTO THE VOCATIONAL EDUCATION CLASSIFICATION

OCCUPATIONAL SELECTIONS	MALE	FEMALE	BLACK	INDIAN	ASIAN	HISPANIC	WHITE	TOTAL
AGRICULTURE								
Environmental Marine Tech.	2	x	x	x	x	x	2	2
Groundskeeping	x	x	x	x	x	x	x	x
BUSINESS AND OFFICE								
Clerk Typist	x	4	1	x	x	x	3	4
Business Machines	2	1	1	x	x	x	2	3
Bookkeeping	1	3	x	x	x	x	4	4
Secretary	1	14	2	x	x	4	9	15
Accounting	x	12	1	x	1	1	9	12
Receptionist	1	6	x	x	x	1	6	7
Computer Programmer	27	21	6	x	x	3	38	48
DISTRIBUTIVE/MARKETING								
Marketing & Sales	x	3	1	x	x	x	2	3
Marine Parts Counter.	x	x	x	x	x	x	x	x
Real Estate	3	x	2	x	x	x	1	3
Advertising Art	2	1	x	x	x	x	3	3
Commercial Art	3	8	x	x	x	1	10	11
Hotel & Motel Mgt.	1	1	x	x	x	x	2	2
Financial Mgt.	x	x	x	x	x	x	x	x
Banking New Act. Coun.	1	x	x	x	x	x	1	1
Banking S&L Coun.	2	1	x	x	x	x	3	3
Business Admin & Mgt.	7	6	x	x	x	1	12	13
Sm. Business Mgt.	7	3	2	x	x	x	8	10
Checker & Stocker	x	x	x	x	x	x	x	x
HOME ECONOMICS								
Cooking	1	3	1	x	x	1	2	4
Sewing	x	x	x	x	x	x	x	x
Home Economist	x	x	x	x	x	x	x	x
INDUSTIRAL & TRADE								
Auto Mechanic	17	x	3	x	x	2	12	17
Electronic Tech.	8	x	x	x	x	1	7	8
Cabinet Making	x	x	x	x	x	x	x	x
Scuba Equip. R&M	1	x	x	x	x	x	1	1
Auto Body & Fender	2	x	x	x	x	x	2	2
Comm. Fishing Operator	8	1	x	x	x	1	8	9
Seamanship/Nav./Capt. Cert.	6	1	x	x	x	x	7	7
Woodworking	x	1	1	x	x	x	x	1
Carpenter	3	x	x	x	x	x	3	3
Drafting	3	x	x	x	x	x	3	3
Welding	4	x	x	x	x	x	4	4
Air Cond. & Refrig.	1	x	x	x	1	x	x	1
Marine Diesel Tech.	3	x	x	x	x	x	3	3
Gas Engine Tech.	2	x	x	x	x	x	2	2
Sm. Elect. App. Repair	x	x	x	x	x	x	x	x
Radio/TV Main. & Repair	x	x	x	x	x	x	x	x
Photography	2	2	x	x	x	2	2	4
Engineering Tech.	7	1	x	x	x	x	8	8
PUBLIC SERVICE								
Cosmetologist	2	23	4	x	x	7	14	25
Police Science & Admin.	6	1	x	x	x	1	6	7
Fire Science	2	x	x	x	x	x	2	2
Security Guard	2	x	x	x	x	x	2	2
Scuba Diving/Resort Mgt.	9	2	x	x	x	x	11	11
HEALTH								
Registered Nurse	x	13	x	x	x	2	11	13
Geriatric Care	x	x	x	x	x	x	x	x
Paramedic	x	x	x	x	x	x	x	x
LPN	x	2	x	x	x	x	2	2
Nursing Asst./Aide	x	3	1	x	x	1	1	3

groups differed in this selection of occupational studies. The occupational studies areas are broken down on Table 7 into the vocational education classifications which are Agriculture, Business and Office, Distributive/Marketing, Home Economics, Industrial Trades, Public Service and Health.

More females selected these occupations listed below:

Clerk Typist
Registered Nurse
Cooking
Marketing and Sales
Commercial Art
Cosmetologist
Bookkeeping
Accounting
Secretary
Receptionist
L.P.N.
Nursing Assistant
Woodworking

Most of these responses seem to fall along traditional patterns, however, a careful analysis will note that more females selected non-traditional areas than in years past. For example, females selected Woodworking, Resort Management, Small Business Management, Police Science, Commercial Fishing and Engineering Technology, to name a few non-traditional areas. Marketing and Sales was selected only by females.

Appendix I contains the responses by male and female to questions B2 and B3. No unusual patterns were apparent. The reponses were divided closely.

Table 7 also contains the breakdown of ethnic backgrounds and illustrates how they responded to each question in the questionnaire in B1 under the Occupational Studies area. In analyzing the ethnic responses to the occupational

studies area the Black and the White students selected "Other" most frequently and Computer Programer as their second choice. The Hispanic student selected "Other" as their first choice also, with Cosmetologist as their second choice. Beyond those comparisons significant differences are not evident.

Results of Demographic Data Collected For Monroe County

Tables 8 through 11 and 13 through 20 were taken from the Monroe County Statistics, 1982. Table 12 and 21 are referenced separately. Figure 1 shows a map of Monroe County for reference of the following data. The main campus is located in Key West. The campus centers are located in Marathon and Tavernier. Those areas are labeled on the map.

Table 8 shows a historical population trend for Monroe County Compared with Key West. The population increased steadily in Monroe County since 1930. The city of Key West population peaked in 1960 and has decreased slightly since that time.

Table 9 shows the shifts in population in the county since 1970. Table 10 shows a geographic distribution of population in Monroe County since 1950.

Table 11 shows population projections for the next thirty-seven (37) years. The projections are given in three ranges of growth, low, medium and high. This study will make reference to the medium population projections rather than the low or high throughout the study.

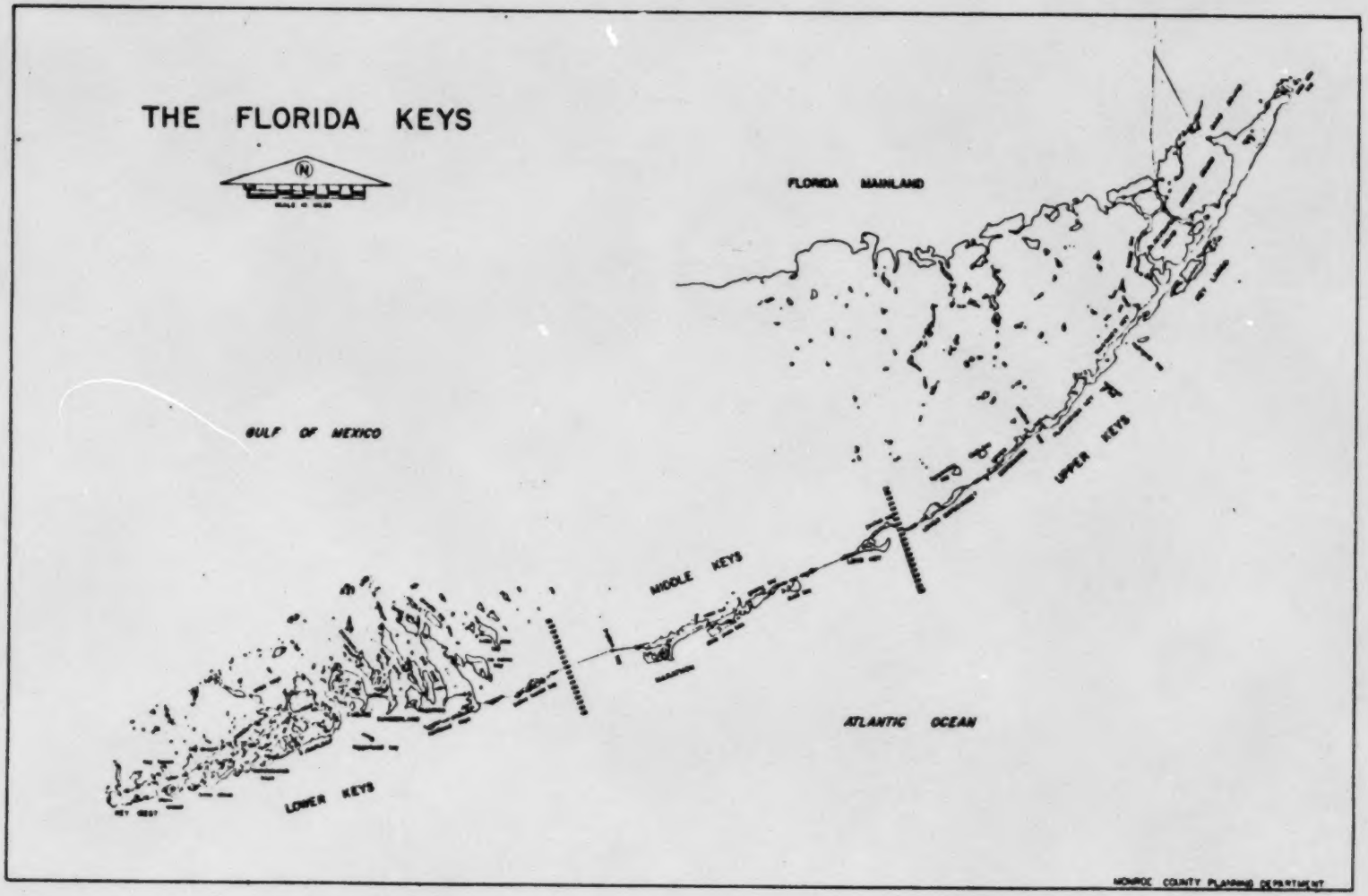

Figure 1

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TABLE 8

HISTORIC POPULATION FIGURES

	MONROE COUNTY		KEY WEST	
	POPULATION	% CHANGE	POPULATION	% CHANGE
1980	63,188	20.0	24,393	-17.1
1970	52,586	9.7	29,312	-13.7
1960	47,921	60.0	33,956	28.5
1950	29,957	112.8	26,433	104.5
1940	14,078	3.3	12,927	0.7
1930	13,624	-30.3	12,831	-31.6
1920	19,550	-0.9	18,749	6.0
1910	21,563	19.8	19,945	16.5
1900	18,006	-4.2	17,144	-5.3
1890	18,786	71.7	18,080	82.8
1880	10,940	93.4	9,890	97.2
1870	5,657	-	5,016	-

Source: U.S. Bureau of the Census , 1880 - 1980.

TABLE 9

PERMANENT RESIDENT POPULATION FOR MONROE COUNTY AND ITS MUNICIPALITIES 1970 THRU 1980

Date	Unincorporated Monroe County	Key West	Key Colony Beach	Layton	Monroe County Total
April 1, 1970	22,803	29,312	371	100	52,586
July 1, 1972	24,031	29,568	1,214	218	55,031
July 1, 1973	25,008	30,036	1,216	171	56,431
July 1, 1974	23,402	28,647	1,343	190	53,582
July 1, 1975	25,371	28,797	1,350	188	55,706
July 1, 1976	26,779	25,574	1,359	174	53,886
July 1, 1977	28,517	25,382	1,033	192	55,124
July 1, 1978	29,435	25,041	1,062	255	55,793
July 1, 1980	37,831	24,292	977	88	63,188

Source: 1970 and 1980 - U.S. Census Data
1972 thru 1978 - Estimates by the Bureau of Economic and Business Research, University of Florida

Table 10

GEOGRAPHICAL DISTRIBUTION OF POPULATION
(Permanent Residents Only)

	1950(1) Number	%	1960(2) Number	%	1970(3) Number	%	1977(4) Number	%	1980(5) Number	%
Key West	26,443	88.3	33,956	71.0	29,312	56.0	25,382	46.2	24,292	38.5
Lower Keys	1,550	5.2	5,733	12.0	10,352	19.7	8,772	16.0	13,687	21.6
Middle Keys**	925	3.1	5,000	10.5	5,756	11.0	7,995	14.5	10,221	16.2
Upper Keys	1,025	3.4	3,126	6.5	7,012	13.3	12,785	23.3	14,891	24.0
TOTAL*	29,943	100	47,815	100	52,432	100	54,934	100	63,091	100

Sources: (1) and (2) - Florida Business Letter, June 14, 1962
U.S. Census of 1950 and 1960
(3) - U.S. Census of 1970
(4) - Extrapolated from the July 1, 1977 population estimate by the BEBR, University of Florida and the 1977 housing inventory.
(5) - U.S. Census 1980

Notes: Lower Keys - From Cow Key Channel to Seven Mile Bridge
Middle Keys - From Seven Mile Bridge to Channel Five (just past Greyhound Key)
Upper Keys - From Channel Five to the County boundary

*Total population of Monroe County excluding mainland portion
**Middle Keys includes Key Colony Beach and Layton

TABLE 11

POPULATION PROJECTIONS, MONROE COUNTY
(Permanent residents only)

	1983	1985	1990	1995	2000	2010	2020
Low	64,700	65,200	66,500	67,900	69,200	73,800	77,000
Medium	65,100	66,100	68,700	71,100	73,700	82,700	90,000
High	66,300	68,400	73,600	78,900	84,100	107,400	121,000

Source: Projections of Florida population by county 1983-2020. Bulletin 60 July 1982, Bureau of Economic and Business Research University of Florida.

Table 12 provides data on kindergarten through twelfth grade enrollment trends for 1981 to 1990 and twelfth grade enrollments amortized to the year 2000. The data on enrollments to 1987 is provided by the Division of Vocational Education for the Five Year Plan. The data from 1987 to 2000 is moved down each year from kindergarten to twelfth grade. The college is interested primarily in the twelfth grade enrollments and projections.

The F.K.C.C. Registrar stated that the college needs to secure concrete data on the number of high school graduates who enroll at F.K.C.C. Data supplied by the Director of Data Processing and Information at F.K.C.C. indicated that one hundred twenty-four (124) students were enrolled directly from high school in 1980-81 college year, and one hundred sixty-six (166) students in 1981-82 college year. These numbers of high school students are from any high school, not necessarily from Monroe County high schools. The college does not know how many students attend directly from Key West High School each year.

Table 12 shows a decrease in Monroe County twelfth grade enrollments from 1980-1981 to 1985-1986. In 1985-1986 the enrollment for twelfth grade increases on a gradual scale to 1987-1988. In 1988-1989 the twelfth grade enrollment jumps almost thirty percent (30%) or by about two hundred (200) students. The enrollment for twelfth grade students in Table 12 in 1989-1990 decreases slightly and then stabilizes until 1994-1995 where it decreases slightly and then

Table 12

Monroe County K-12 Population from 1981-1990

GRADE	1980-81	1981-82	1982-83	1983-84	1984-85	1985-86	1986-87	1987-88	1988-89	1989-90
K	521	447	438	427	422	448	448			
1	693	655	562	540	536	530	563	448		
2	555	607	574	493	478	470	465	563	448	
3	646	539	588	557	478	459	456	465	563	449
4	667	649	542	592	580	480	461	456	465	563
5	682	647	630	526	574	543	466	461	456	465
6	641	650	635	619	516	564	533	466	461	456
Total (1-6)	3,864	3,747	3,532	3,327	3,137	3,046	2,944	2,859	2,393	1,932
7	671	676	685	669	652	544	594	533	466	461
8	608	639	644	653	637	621	518	599	533	466
9	681	540	568	572	580	566	552	518	594	533
Total (7-9)	1,960	1,855	1,897	1,894	1,869	1,731	1,664	1,650	1,593	1,460
10	742	745	590	621	625	634	619	552	518	594
11	453	498	500	396	417	419	425	619	552	518
12	519	394	433	435	344	363	364	425	619	552
Total (10-12)	1,714	1,637	1,523	1,452	1,386	1,416	1,408	1,596	1,689	1,664

PROJECTED 12TH GRADE POPULATION FOR MONROE COUNTY FOR 1990-2000

Year:	1990-91	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	1999-2000
No. of 12th Grade Students:	518	594	594	533	466	461	456	465	563	448

Source: To 1987, Division of Voc. Ed., Dept. of Education, Florida, 5 year plan information 1987-1988 to year 2000, data amortized through by the author

levels off at around four hundred sixty (460) twelfth grade students until 1998-1999. In general, Table 12 does not reflect a significant change in high school enrollments except in 1988-1989 where enrollment increases as stated and then returns to an average of four hundred sixty (460). The mean enrollments of twelfth grade students from 1982-1983 to 1999-2000 is four hundred seventy-nine (479). This figure can be used to compare deviation from the mean for each year.

Table 13 reflects the distribution by age from 1960 to 1980. Table 13 supports the reduction in enrollments in high school and elementary school in Monroe County. The fourteen years and under has decreased since 1960. Table 14 shows a steady decrease in military connected population since 1960. In a discussion with Captain Brown, Commander of the Key West Naval Air Station, the military does not predict a change in military population before 1988. This is due to the limited housing available for the military in the Lower Keys.

Table 15 shows population projection averages from three sources. Using the middle range from Table 12 and Table 15 population will increase from 66,100 in 1985 to 90,000 in 2020. This shows an increase of approximately forty-five percent (45%) over the next thirty-five (35%) years. Table 16 might help us determine where that increase might be in Monroe County by looking at the total number of new building permits per area. The Middle Keys (Marathon) show a one

Table 13

POPULATION DISTRIBUTION BY AGE
MONROE COUNTY, FLORIDA

Age	1960		1970		1977		1980	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
14 & Under	13,617	28.4	13,509	25.7	10,707	19.4	9,972	15.8
15 to 24	9,883	20.6	11,015	20.9	11,796	21.4	10,224	16.2
25 to 54	18,438	38.5	18,467	35.1	18,855	34.2	25,208	39.9
55 to 64	3,302	6.9	5,099	9.7	6,752	12.2	8,857	14.0
65 & Over	2,681	5.6	4,496	8.5	7,014	12.7	8,927	14.1
TOTAL	47,921	100.0	52,586	100.0	55,124	100.0	63,188	100.0

Source: U.S. Department of Commerce, Bureau of the Census, General Population Characteristics, 1960, 1970.

Bureau of Economic and Business Research, University of Florida

University of Florida Library, 1980 Census.

Table 14

MILITARY CONNECTED POPULATION*

Year	Military Connected Population	Percent of Key West Population	Percent of County Population
1960	17,600	52%	37%
1970	18,107	62%	34%
1972	15,054	51%	27%
1973	14,171	47%	25%
1974	11,516	40%	22%
1975	10,691	37%	19%
1976	11,025	43%	20%
1977	9,049	36%	16%
1978	7,825	31%	14%
1982(3)	5,988	27%	9.5%

*Includes Military Personnel, their dependents, and Civilian Naval Complex employees.

Sources:
1. Analysis of Military Inpact - Key West Housing Market Area, HUD, 1977.
2. Naval Air Station, Key West
3. Unpublished Data - Command Caribbean Contingency Task Force , 1982

hundred (100) unit increase over the Lower Keys (Key West) and the Upper Keys (Coral Shores) shows a seven hundred (700) unit increase over the Lower Keys. Without analyzing the growth by type of unit, it appears that the growth pattern is definitely in the Middle and Upper Keys. These areas are represented on the map.

Table 15

Population Projection for Monroe County *
(Permanent Residents Only)

	Extrapolation 1970-1980 + 10512	Extrapolation 1960-1980 + 15177	Extrapolation 1950-1980 + 33141	Average Total	University of Florida Study			Florida Department of Transportation Study
					Low Range	Mid Range	High Range	
1980	63098	63098	63098	63098				
1985	68354	66892	68621	67956	65200	66100	68400	67700
1990	73610	70686	74145	72814	66500	68700	73600	72100
1995	78866	74480	79669	77672	67900	71100	78900	76900
2000	84122	78275	85192	82530	69200	73700	84100	81500
2005	89378	82069	90716	87378	N.A.	N.A.	N.A.	N.A.
2010	94634	85864	96239	92245	73800	82700	107400	90000
2015	99890	89657	101763	97103	N.A.	N.A.	N.A.	N.A.
2020	105146	93452	107286	101961	77000	90000	121000	100000

Source: Univeristy of Florida,
Bureau of Economic & Business Research,
Population Bulletin, 43, 1982.

TABLE 16

NEW RESIDENTIAL UNITS BY STRUCTURE TYPE IN
UNINCORPORATED AREA
OF MONROE COUNTY, 1981

Type of Unit	Lower Keys		Middle Keys		Upper Keys		Total	
	Units	%	Units	%	Units	%	Units	%
Single Family	241	76.0	88	21.3	371	44.7	700	44.9
Multi-Family	0	0	232	56.1	312	37.6	544	34.8
Mobile Homes	76	26.2	86	29.7	127	43.9	289	18.8
Total	317	100.0	406	100.0	810	100.0	1533	100.0

Lower Keys - Stock Island to Seven Mile Bridge
Middle Keys - Knight Key to Channel 5
Upper Keys - Lower Matecumbe to County Line

Source: Monroe County Department of Building, Planning & Zoning,1982

F.K.C.C. does not know if tourists attend college or are attracted to the area because of the college, but Table 17 shows the number of tourists who visit Monroe County. Based on the historical trend of increases in tourist population in Table 17, the author projects that the tourist population could increase to over 2.5 million for Monroe County in the year 2020. The tourist population has doubled since 1972 and should more than double now with new bridges and highways making the Keys more accessable. The tourist industry should help the local economy, but there is no evidence or data to associate growth of the college with the tourist industry.

Table 18 illustrates the tremendous increase in home values; an increase of about fifteen percent (15%) higher than other areas in Florida (Monroe County Statistics, 1982). This trend will probably continue and, if so, change the social economic status of the Keys. More affluent resort types of areas are usually populated by older, wealthy retirees. This scenario leads us to project that new people moving into the area will be less likely to participate in traditional community college curriculums.

Table 19 shows the breakdown of population by race in Monroe County. Since this data only covers 1980, we cannot capitalize on this data or project from it; however, this data on race population can be used to compare the percentage of minorities enrolled at the college in comparison to the percentage of minorities in the area and use in the

TABLE 17

OUT OF STATE TOURISTS,
1964 - 1981

Year	Total State	Total Monroe County	Monroe County Total as a Percentage of State Total
1964	14,485,000	233,300	1.6%
1965	16,064,000	253,400	1.6%
1966	17,959,000	295,000	1.6%
1967	19,493,000	351,600	1.8%
1968	20,035,000	375,400	1.9%
1969	21,966,000	384,900	1.8%
1970	23,152,000	460,800	2.0%
1971	23,000,000	475,000	2.1%
1972	25,000,000	550,000	2.2%
1973	N.A.	N.A.	N.A.
1974	N.A.	N.A.	N.A.
1975	N.A.	N.A.	N.A.
1976	28,927,000	674,400	2.3%
1977	29,175,000	962,100	3.3%
1978	32,369,000	948,500	3.0%
1979	35,654,000	891,166	2.5%
1980	35,922,880	823,600	2.3%
1981	33,032,000	1,006,020	3.0%

Source: 1. Florida Keys Coastal Zone Management Study of 1974, Coastal Coordinating Council
2. Division of Tourism, Fla. Dept. of Commerce, 1976-1981.

TABLE 18

MEDIAN VALUE OF OWNER - OCCUPIED
NONCONDOMINIUM HOUSING UNITS
Monroe County: 1960, 1970, and 1980

Year	1960	1970	1980
Median Value	$10,900	$16,200	$64,300

Source: Florida Statistical Abstract, 1970, University of Florida Libraries, 1980 Census.

future to analyze change. The data will also be helpful for the Equal Access Equal Opportunity Committee at F.K.C.C. in determining goals.

Table 20 gives a breakdown of the population by sex. This data will be referred to in the study to analyze only significant differences in enrollment at F.K.C.C. by sex.

Results of Enrollment Data For Florida Keys Community College

Table 21 displays basic data on College enrollment breakdown, ethnic background, age breakdown, etc. This historical data can be used to project future enrollments. The enrollments gradually increased to 1981-1982 and have started to decline due to cutbacks in funding. The female

TABLE 19

POPULATION - RACE

Monroe County

Race	1970	1980
White	47,362	57,934
Black	4,551	3,808
American Indian	-	138
Eskimo	-	3
Aleut	-	3
Japanese	-	55
Chinese	-	18
Filipino	-	420
Korean	-	31
Asian Indian	-	38
Vietnamese	-	16
Hawaiian	-	29
Guamanian	-	16
Samadan	-	2
Other	673	677

Source: Florida Statistical Abstract, 1971
University of Florida Libraries,
1980 Census

TABLE 20

POPULATION - BY SEX
Monroe County

	1960	1970	1980
Male	26,781	28,157	32,796
Female	21,140	24,429	30,392
Total	47,921	52,586	63,188

student population and the part-time student population have increased steadily since 1978-1979. Table 19 indicated that in 1980 the black population comprised 6.57 percent of the total Monroe County population. Table 21 under ethnic background of students at F.K.C.C. for 1981-1982 shows that the black population at F.K.C.C. comprised 4.41 percent of the total student enrollment. This difference would indicate that the college is 2.16 percent below the county in percentage of black students enrolled at F.K.C.C. Since the county reported data for one year and no historical pattern was established, no significance can be placed on these differences. Data in Table 21, Number 3, College Center, is insufficient to make accurate projections; however, all other data will support growth in the Center. The new Joint Vocational Center at Marathon High School should encourage the largest increase over all campus sites. The data on age supports demographic data given by Monroe County.

Table 21

General Data About Florida Keys Community College

1. Opening Fall Enrollment Head Count:

	1978-79	1979-80	1980-81	1981-82	1982-83
Total Students	1,643	1,685	1,918	2,032	1,585
Male Students	811	760	839	864	653
Female Students	832	925	1,079	1,168	932
Part-Time Students	1,114	1,219	1,477	1,577	1,247
Full-Time Students	539	466	441	455	338
Military Students	N/A	N/A	216	290	211
(Credit) FTE	1,086.2	1,064.8	1,178.4	1,196.2	982

2. Ethnic Background of Students:

	1978-79	1979-80	1980-81	1981-82	1982-83
White	1,452	1,488	1,697	1,793	1,414
Black	70	78	75	91	56
Hispanic	88	86	106	111	85
Asian	18	26	26	27	16
Indian/Alaskan	6	5	9	9	7
Other	9	2	5	1	7

3. Enrollment by College and College Center:

	1980-81	1981-82	1982-83
Key West-FKCC			
Marathon	42.4	77.8	NA*
Coral Shores	82.4	100.6	NA
Total	124.8	178.4	NA

Continued

Table 21 (continued)

4. Enrollment by Age:
Figures include Non-Credit

YEAR	AGE			TOTAL
	16-24	25-45	46-UP	
1980-81	771	839	319	1,929
1981-82	771	889	325	1,985
1982-83	965	1,323	483	2,771

5. Continuing Education Enrollments (FTE):

1975-76	1976-77	1977-78	1978-79	1979-80	1980-81	1981-82
12.2	43.8	35.9	178	84.7	59.9	69.2

6. Number of High School Students Entering FKCC:

	1979-80	1980-81	1981-82	1982-83
Key West H.S.	NA	NA	NA	NA
All H.S.	NA	124	166	173
All other students	NA	NA	1,269	1,060
Total	NA	NA	1,435	1,233

Sources:

1-4. F.K.C.C. Registrar
5. Director of Continuing Education, FKCC
6. Director Data Processing and Information, FKCC

*NA Not Available

The enrollment in Continuing Education fluctuates with changes in state accounting procedures. The Continuing Education enrollments should, however, increase. The breakdown for high school enrollments is incomplete due to our limited information. The data will need to be collected and built into the college data collecting system.

Table 22 shows a projection of Florida Keys Community College Full Time Equivalent (F.T.E.) students from 1979 to 1980. The top row of Table 22, number 1, is a projection from the Division of Community Colleges Bureau of Research and Information Systems (1982). The Bureau's projections were made before the state took money back from the school system state wide. The Division of Community College figures will probably be revised back to a more conservative projection next year in their annual report.

Row number 2 on Table 22 shows the college's (F.K.C.C.) actual F.T.E. figures through 1981 to 1982. The projections from 1982-1983 through 1984-1985 are projections made by the F.K.C.C. Registrar. The projections in row 2 from 1984-1985 to 1988-1989 are based on the information and data accumulated in this study and are made by the author.

The projection in Table 22 shows an increase in F.T.E. to 1981-1982, and a gradual reduction in F.T.E. to 1983-1984. In 1984-1985 the enrollment begins to increase gradually to 1988-1989. In 1988-1989 the enrollment will still be below the 1981-1982 F.T.E. The rational for these increases will be addressed in the interpretation of the results.

Table 22

Enrollment Projection Model

	1979-80 FTE	1980-81 FTE	% Change	1981-82 FTE	% Change	1982-83 FTE	% Change	1983-84 FTE	% Change	1984-85 FTE	% Change
1.	997.9	1,120.6	12.3	1,092.4	-2.5	1,132.4	17.3	1,306.5	1.9	1,379.8	5.6
2.	1,064.8	1,178.4		1,196.2		982		854.4		866.4	

	1985-86 FTE	% Change	1986-87 FTE	% Change	1987-88 FTE	% Change	1988-89 FTE	% Change
1.	1,452.8	5.3	1,526.6	5.1	1,601.0	4.9	1,676.0	4.7
2.	875		875		905		1,010	

Sources:

1. Division of Community College Bureau of Research and Information Systems Data, August 1982.

2. Actual figures through 1981-82 and their projected figures by the FKCC Registrar to 1984-85. The author has projected figures through 1988-89.

Results of State and Local Community College Goals

The goals of the college (F.K.C.C.) in Table 23 were developed about one and one half years ago (1981). The mood at that time was conservative growth among the community colleges in the state of Florida. The goals and objectives developed by the Master Plan Steering Committee of the State Community College Coordinating Board (SCCCB) in Table 24 were developed in November 1982. SCCCB's goals and objectives were developed after the Gordon Rule, after imposed testing, and after the 1982 state sales tax decrease slumped to an all time low.

Goal Number 1 on Table 24 is described in the Master Plan for the Florida Community College Series as development of an enrollment plan based on orderly projection. This interprets to mean controlled growth.

The goals in Table 24 were developed from the needs described in Table 25. These needs are very well thought out. Although the needs have been collected and compiled for a state wide system they are quite accurate in describing many needs most community colleges will identify within the state of Florida.

Results of Financial Projection for F.K.C.C.

Appendix D contains a 1983 interim legislative report from the Division of Community Colleges. In the interim legislative report the Division of Community Colleges reports that the Senate Appropriations Subcommittee will be

Table 23

Goals for 1983 from Community College System of Florida

1. Develop an Enrollment Plan for Statewide Enrollment in Community Colleges.
2. Strengthen Quality of Advanced and Professional (A&P) Instruction.
3. Strengthen quality of Vocational Education.
4. Strengthen quality of Education for adults.
5. Strengthen quality of Remedial education.
6. Strengthen quality of Faculty.
7. Strengthen quality of Learning Resources Center.
8. Strengthen quality of Statewide Coordination and quality control.
9. Strengthen quality of Articulation and other linkages between Community Colleges and High Schools.
10. Strengthen quality of Articulation and other linkages between Universities and Community Colleges.
11. Promote the use of Educational technology as a means of delivering information.
12. Administer efficiently and effectively the Community College program funds and Capital outlay responsibilities.
13. Develop a process for program review which will support a program-based budgeting process.
14. Provide quality education to all students and equal opportunity to all college employees.
15. Enhance economic development by promoting linkage with business and industry.

*Master Plan for the Florida Community College System, 1982.

Table 24

Goals Of Florida Keys Community College (1981)

1. To provide a two-year college parallel program leading to an Associate in Arts degree in which students acquire depth of knowledge in at least one academic discipline and prepare to transfer to senior colleges and universities.

2. To provide two-year programs in vocational-technical education which prepare students for careers in industry, business, and health occupations, and to provide specialized occupational courses and programs focused upon effective continuing gainful employment.

3. To provide continuing education programs which facilitate involvement of citizens in the community by offering instructional services which will enrich their cultural lives and improve their personal efficiencies.

4. To help students identify their personal goals through guidance and counseling services which assist them in making self-evaluations and appropriate decisions regarding academic career planning.

5. To provide the student with an opportunity to achieve proficiency in at least one pursuit.

6. To actively recruit students from all segments of the community and maintain an open door policy by minimizing barriers to college admission.

7. To provide educational opportunities to each member of the community regardless of sex, race, national origin, religious preference, or financial resources.

8. To accept students as they are and help them to successfully reach their educational objectives within a reasonable period of time consistent with their educational needs and goals.

9. To make available a variety of instructional modes and organizational patterns in order to provide the student with the most effective learning arrangements.

10. To provide learning activities which enable students to develop their ability to synthesize knowledge from a variety of sources, to undertake self-directed learning, and to engage in scholarly inquiry and problem-solving activities.

11. To help students to acquire effective communication skills, to build their cultural and aesthetic appreciation, and to develop their sense of self-worth, self-confidence, and effective citizenship so that they may have an impact on events in their lives.

12. To provide general education courses designed to help students develop and integrate their knowledge, skills, attitudes, and experiences, and to instill in students a desire to commit themselves to lifelong learning.

Table 25

Major Trends in the Needs for Postsecondary Education through the Year 2000*

1. Population growth will continue, particularly in Southern Florida, primarily due to migration of older, white persons to West Central and Southeast Florida.

2. There will be a great increase in numbers of people over 24 years old, and only a slight increase of 15-24 year olds between 1980-2000.

3. Enrollment of 18-24 year olds in college will grow slowly while enrollments of older, place-bound students will increase greatly, causing community colleges and urban institutions to be prime centers of growth from 1980-2000.

4. Demand for vocational education will increase because older people require skills updating and retraining. The importance of the technician to the growth of Florida's technology-based economy will contribute to increased enrollment in vocational programs, particularly in the community colleges.

5. The importance of critical skill areas related to acquiring and communicating knowledge, including writing, mathematics, reading, problem solving, and analysis will increase. Math and science skills will be particularly important. Management skills will be at a premium to organize the complexity in the emerging economy and society. Liberal arts will be a fundamental part of higher education.

6. Needs for lifelong education and differences in individual educational needs will increase.

7. Access to postsecondary education is good in most areas of the State. The community college-to-university pattern of undergraduate education is cost-effective and provides access to a baccalaureate degree in all areas of the State. Access to vocational education is excellent for most programs. With the access goal essentially met, the State's current emphasis on improving quality is appropriate.

8. The percentage of Florida high school graduates who continue their education is above the national average, particularly in Central and South Florida. This trend will continue.

9. Enrollments of blacks have declined since 1977 as a percentage of total students. Hispanic enrollments remain at a low level, while showing slight increases. Planning should seek to counter these trends.

*The Master Plan for Florida Postsecondary Education

allocating eight percent (8%) less than the amount originally allocated in 1982. In light of last year's cutbacks of approximately five percent (5%), it appears that the 1983 budget for F.K.C.C. will be approximately three percent (3%) less than the college received in 1982.

Based on these projected allocations and F.K.C.C.'s financial status, new or expanded operations will be difficult to implement in 1983. It appears that the state of Florida's economic situation may have reached its lowest ebb. If that is true, the community colleges in the state will be able to recoup in 1983 and plan for gradual recovery in the next five years.

CHAPTER V

INTERPRETATION, CONCLUSIONS, AND RECOMMENDATION

Interpretation of Results

The research question in this study asked: What are the career or educational interests of all of the high school Juniors in Monroe County? The following are responses to that question: The four hundred four (404) high school Juniors responded with reasonable accuracy and care in filling out the questionnaire. Some of the questions were overlooked or misunderstood and left unanswered, but a majority of the students responded accurately. Several Occupational Programs were listed as having a high need in the Employer Needs Assessment (Appendix A) and also rated high on the Career or Educational Interest Survey (Table 5). Those Occupational Programs ranking high in both surveys are as follows:

Computer Programer
Auto Mechanic
Secretary
Business Administration/Management
Registered Nurse
Accounting
Electronic Technician
Small Business Management
Receptionist

All of the above programs, with the exception of Auto Mechanics, are offered at F.K.C.C. Auto Mechanics is available in the Monroe County School District in high school and adult education.

Programs ranked highest under the Associate in Arts degree area on Table 3 in the Career or Educational Interest Survey need to be maintained. Those programs, in order of priority, are:

Business Administration
Criminal Justice
Biology
Mathematics
Photography
Art

Seventy-two (72) high school Juniors in Monroe County out of four hundred four (404) surveyed selected Florida Keys Community College as their first choice for postsecondary education. This signifies that eighteen percent (18%) of the Monroe County high school students plan to attend F.K.C.C. Table 21, Section 6, shows that we are presently enrolling about one hundred seventy-three (173) students from all high schools. The postsecondary education or after high school plans in order of priority are:

Out of state college or university
Florida Keys Community College
A Florida university
Technical school
A Florida state university

The startling response to this survey was the seventy-three (73) students who selected an out-of-state college or university as their preference. This is the first experience the author has had where more students selected colleges and universitites out-of-state than in state. It is possible that the recent rule changes and the Gordon Rule has influenced their decision.

The secondary purpose of this study was to secure demographic and enrollment data. The interpretation of the data is presented here. Table 8, 9, 10 and 16 substantiate the fact that any enrollment increases for F.K.C.C. will probably take place in Marathon and the Upper Keys in the next five years. The completion of the new Marathon Center would support additional growth in the Middle Keys area. Table 12 and 13 indicates that high school enrollments will not change significantly in the next five years.

The population data in Table 11, 12, and 15 shows limited growth for Monroe County in the next five years. Table 18 shows a trend toward a more affluent population with no high school graduate growth.

Planning and projecting for future growth and program development are limited because of a limited amount of data about high school students enrolled at F.K.C.C. Data regarding high school students attending F.K.C.C. would allow the college to structure optional counseling and recruitment activities.

Focus (1981) and the Master Plan for Florida Community College Systems (1982) project the largest increase in postsecondary education enrollments in vocational and adult education. The research substantiates that prediction and addresses the need to prepare for "high technology" areas.

Based on the legislative report in Appendix D, the projected monetary allocations and F.K.C.C.'s financial status, new or expanded operations will be difficult to implement in 1983. It appears that the state of Florida's

economic situation may have reached its lowest ebb. Gradual recovery is difficult to predict at this time.

Table 21, section 1, shows a decrease in male students of one hundred fifty-eight (158) and an increase of one hundred (100)female students from 1978-1979 to 1982-1983. Table 20 shows that there are more males in Monroe County than females. However, the male population decreased in percentage since 1960. Further study needs to be made to determine if the male population has decreased significantly at F.K.C.C. for specific reasons.

Table 23 and 24 outline the goals set up in the State Master Plan for Florida Community College System and the goals for F.K.C.C. These goals are well thought out, flexible, and comprehensive in addressing the mission of the local community college.

Tables 11, 12, 15, 21 and 22 support gradual growth patterns for the Keys population and Monroe County High School graduates. Several counteracting trends are also evident, the financial impact being the most significant. With knowledge and experience about the college tradition, the author made the concluding projections in Table 22, which predict a gradual increase in enrollment over the next five years.

Conclusions

The research question to be examined in this study was: What are the career or educational interests of all

high school Juniors in Monroe County? All high school Juniors in the feeder high schools in Monroe County were surveyed to determine their career or educational interest. The results of this survey were studied and analyzed by the author and presented in this study.

The secondary purpose of this study was to gain sufficient data needed to compose a Comprehensive Postsecondary Education Master Plan. Research was conducted and data was secured from local, county and state agencies to answer all questions asked by the author, college president, and president's staff to define our potential student needs, make-up and approximate number.

All of the data in this study has been documented. The study will now be distributed to all internal college personnel who can benefit from and use the data. The study will also be sent to external agencies who can benefit from this study.

The results of this study are beneficaial and conclusive. All research questions and purposes for this study have been addressed.

Recommendations for the Improvement of Practice, Including Strategies for Diffusion, Implementation and Change

Based on the data collected in this study, the following recommendations are made:

1. The programs listed as a high need in both the Employer Needs Assessment Survey and in the Career and Educational Interest Survey

should be maintained or expanded as money becomes available.

2. Associates of Arts Programs ranked as having a high need by the high school Juniors should be supported and retained whenever possible.

3. The adult population will increase more than the high school population; therefore, recruitment efforts of F.K.C.C. should be increased for the adult population in Monroe County.

4. The college should consider recruiting outside of the county for programs such as Marine Technology.

5. A study should be undertaken to determine if the College is dropping in male enrollments.

6. F.K.C.C. programs should be expanded in the Middle and Upper Keys whenever possible, and the Marathon area will increase more than other areas.

7. The goals established by the college are appropriate and up to date, and flexible enough to accomodate changing factors interfacing with the college.

8. The C.I.S. study should be repeated every other year to establish a data base for projections and comparisons.

Strategies for Diffusion, Implementation, and Change

The conclusions and recommendations of this study will be publicized in a variety of ways. An abstract of the study will be published in the F.K.C.C. Crew's Log, the President's newsletter distributed to the faculty, administration, and service personnel of Florida Keys Community College. The entire study, in hardcover copies, will be presented to the President of the college, and the President's staff. A hardcover copy of the study will also be presented to the college's library and all of the agencies who cooperated and contributed data used in this study. A

copy will also be submitted to the Monroe County Superintendent of Schools, the Director of Research, and each high school principal.

During the process of completing this study several suggestions for improving procedures and conditions have become apparent. Below are a few of those suggestions:

1. Data should be compiled on the number and percentage of high school grqduates attending F.K.C.C. and which high school they came from.

2. Some attempt should be made to share planning and research activities among the educational and public service agencies in Monroe County.

Implementation and Change

Most data supports a gradual growth pattern for F.K.C.C. and the Keys. It is incumbent upon the college to analyze the data presented here and plan strategic efforts to capitalize on the positive developments and opportunitites available. The next five years will be challenging, but opportunities are available for those with insight and persistence.

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Appendix A

Abstract From Monroe County Needs Assessment - Muraski; 1982

ABSTRACT*

The planning process for education and vocational education specifically involves the gathering of data for analysis in formulating programs to meet upcoming needs. Monroe County, Florida, known as the "Keys" has not had a needs assessment in fourteen years. In order to undertake a comprehensive plan for education in the college and the county, the first step mandates a current assessment of the employment needs in the community.

Although the State provides state-wide needs data, the Superintendent of Monroe County School District and the President of Florida Keys Community College desired an undertaking of their own county assessment due to the obvious ambiguities in the State data. The Keys are not representative of the State of Florida, and are probably unique to most areas in the United States. Due to their unique characteristics, obscureness in the State Needs Assessment, and the College's need to do long range planning, the Monroe County Planning Council directed a sub-committee to undertake a needs assessment of the employment needs in Monroe County.

With the assistance of the sub-committee of the Planning Council, and the research specialists in the County School

*Abstract and page 23 from Muraski, 1982

District Office, a plan and survey instrument were developed to implement the needs assessment. The survey forms were sent to a stratified random sampling of 475 employers in the community which after three follow-up efforts, obtained a forty-two percent (42%) return. This percentage of return is considered significant and a high percentage return for a survey of this nature.

Based on the obtained information we were able to isolate the occupations most needed in the employment community of Monroe County. In general, the following occupations were listed in the top quartile as having the highest need in Monroe County:

Bookkeeping
Accounting
Secretary
Business Administration & Management
Clerk Typist
Small Business Management
Business Math
Air Conditioning and Refrigeration
Receptionist
Marketing and Sales
Auto Mechanic
Computer Programmer
Registered Nurse
Checker/Stocker
Licensed Practical Nurse
Electronic Technology
Nursing Assistant/Aide

Although other significant needs are identified, the occupations which appear in the top two quartile need to be prioritized by the educational agencies in the county.

The Florida Employment Service office in Key West estimated that there are twenty-two thousand eight hundred (22,800) employers in the Keys and seven hundred and twelve (712) employers who pay workmen's compensation. After a discussion with Dr. Cox of the School District, it was determined that a stratified random sample of four hundred seventy-five (475) employers would be a significant number to obtain a representative sample of the employment community. A breakdown of the industrial classifications within the keys was provided by the Florida Employment Services (F.E.S.) office in Key West. That breakdown is as follows:

EMPLOYMENT IN MONROE COUNTY

Industrial Classification	Number of Employers	Exact Percentage	Rounded Percentage
Manufacturing	800	.038	4.0
Construction	1,300	.057	6.0
Trans./Commerce	1,100	.052	5.0
Wholesale/Retail	6,200	.298	30.0
Finance/Insurance	1,100	.052	5.0
Services	5,600	.269	27.0
Government	4,800	.330	33.0
Misc.	1,900	.095	9.0

Table 3 - Needs Assessment (Muraski, 1982)

SCREENED EMPLOYERS LIST OF OCCUPATIONS

SORTED BY THREES

NUM	TOT	1	2	3	AVG	PROGRAM
9.	57.	2.	26.	29.	2.47	Bookkeeping
1.	50.	10.	20.	20.	2.20	Accounting
59.	37.	2.	15.	20.	2.48	Secretary
64.	27.	2.	9.	16.	2.51	Small Business Management
16.	33.	4.	14.	15.	2.33	Clerk Typist
10.	28.	6.	11.	11.	2.17	Busines Administration and Management
5.	11.	0.	3.	8.	2.72	Auto Mechanics
2.	11.	1.	3.	7.	2.54	Air Conditioning & Refrigeration
54.	21.	3.	11.	7.	2.19	Receptionist
55.	10.	1.	2.	7.	2.60	Registered Nurse
11.	18.	5.	7.	6.	2.05	Business Machines
41.	17.	0.	11.	6.	2.35	Marketing & Sales
12.	13.	2.	6.	5.	2.23	Business Math
15.	10.	3.	2.	5.	2.20	Checker & Stocker
20.	10.	1.	4.	5.	2.40	Computer Programmer
24.	10.	1.	4.	5.	2.40	Electronic Technology
39.	8.	1.	2.	5.	2.50	Licensed Practical Nurse
42.	8.	2.	1.	5.	2.37	Marine Diesel Technician
44.	7.	1.	1.	5.	2.57	Marine Parts Counterperson
47.	10.	1.	4.	5.	2.40	Nursing Assistant or Nurses Aide
4.	6.	1.	1.	4.	2.50	Auto Body & Fender
32.	7.	2.	1.	4.	2.28	Gasoline Engine Technology
48.	5.	0.	1.	4.	2.80	Paramedic
51.	5.	0.	1.	4.	2.80	Police Science & Administration
52.	5.	0.	1.	4.	2.80	Radio & Television Maintenance & Repair
14.	8.	1.	4.	3.	2.25	Carpenter
23.	7.	2.	2.	3.	2.14	Drafting
25.	3.	0.	0.	3.	3.00	Emergency Medical Technician
33.	5.	1.	1.	3.	2.40	Geriatric Care
34.	5.	0.	2.	3.	2.60	Groundskeeping
35.	4.	0.	1.	3.	2.75	Heavy Equipment Operator
43.	4.	1.	0.	3.	2.50	Marine Fiberglass Repairs & Construction
49.	4.	1.	0.	3.	2.50	Photography
53.	3.	0.	0.	3.	3.00	Real Estate
56.	5.	0.	2.	3.	2.60	Scuba Diving
58.	7.	0.	4.	3.	2.42	Seamanship & Navigation - Captain Certification
60.	4.	0.	1.	3.	2.75	Security Guard
62.	5.	1.	1.	3.	2.40	Sheet Metal
67.	7.	0.	4.	3.	2.42	Welding
7.	2.	0.	0.	2.	3.00	Banking - New Account Counselors
13.	3.	0.	1.	2.	2.66	Cabinet Maker
18.	4.	0.	2.	2.	2.50	Commerical Fishing Operations
21.	2.	0.	0.	2.	3.00	Cooking
26.	3.	1.	0.	2.	2.33	Engineering Tech.
31.	5.	0.	3.	2.	2.40	Food & Beverage Management
36.	2.	0.	0.	2.	3.00	Home Economist
38.	6.	2.	2.	2.	2.00	Library Technical Assistant
46.	3.	0.	1.	2.	2.66	Nursery Landscape Operation
61.	2.	0.	0.	2.	3.00	Sewing
63.	4.	1.	1.	2.	2.25	Sign Painting
3.	6.	2.	3.	1.	1.83	Advertising Art
17.	2.	1.	0.	1.	2.00	Commercial Art
19.	2.	0.	1.	1.	2.50	Commerical Food Service
22.	1.	0.	0.	1.	3.00	Cosmetologist
28.	1.	0.	0.	1.	3.00	Executive Housekeeping
29.	8.	1.	6.	1.	2.00	Financial Management
30.	2.	0.	1.	1.	2.50	Fire Science
37.	1.	0.	0.	1.	3.00	Motel & Motel Management
45.	2.	0.	1.	1.	2.50	Mason
57.	2.	1.	0.	1.	2.00	Repair & Maintenance of Scuba Equipment
65.	3.	0.	2.	1.	2.33	Small Electrical Appliance Repair
68.	3.	0.	2.	1.	2.33	Woodworking
6.	1.	0.	1.	0.	2.00	Aviation Ground School
8.	0.	0.	0.	0.	0.00	Banking - Savings & Loan Counselors
27.	3.	2.	1.	0.	1.33	Environmental Marine Technology
40.	1.	1.	0.	0.	1.00	Machinist
50.	0.	0.	0.	0.	0.00	Plastic
66.	1.	0.	1.	0.	2.00	Underwater Photography

Table 6 - Needs Assessment (Muraski, 1982)

TOP RANKED OCCUPATIONAL AREAS SELECTED BY EMPLOYERS

	JOB TITLE	MEAN RANK SCORE
1.	Bookkeeping	1
2.	Accounting	2
3.	Secretary	3
4.	Business Administration & Management	4
5.	Clerk Typist	5
6.	Small Business Management	6
7.	Business Machines	8
8.	Business Math	10
9.	Air Conditioning & Refrigeration	10
10.	Receptionist	11
11.	Marketing & Sales	11
12.	Auto Mechanics	12
13.	Computer Programmer	14
14.	Registered Nurse	15
15.	Checker & Stocker	17
16.	Licensed Practical Nurse	18
17.	Electronic Technology	18
18.	Nursing Assistant/Aide	20
19.	Carpenter	21
20.	Marine Diesel Technician	24
21.	Radio & Television Maintenance	24
22.	Financial Management	25
23.	Gasoline Engine Technology	26
24.	Geriatric Care	30
25.	Cooking	30

Appendix B

FLORIDA KEYS COMMUNITY COLLEGE

FEEDFR HIGH SCHOOLS

IN

MONROE COUNTY

HIGH SCHOOLS:	NUMBER OF JUNIORS RESPONDING TO SURVEY:
Key West High School 2100 Flagler Avenue Key West, Florida 33040	176
Marathon High School 350 Sombrero Road Marathon, Florida 33050	74
Coral Shores High School P. O. Box 416 Tavernier, Florida 33070	124
Mary Immaculate High School 724 Truman Avenue Key West, Florida 33040	24
TOTAL STUDENTS RESPONDING	404

Appendix C

CAREER AND EDUCATIONAL INTEREST SURVEY

QUESTIONNAIRE

This questionnaire is designed to help the High School and College provide you with the programs which meet your needs. Please fill out this questionnaire carefully so we can help you. Put a check in the appropriate space which identifies you and your interest.

Note: Please complete both sides.

A. Check one in each category below:

1. [ ] Male [ ] Female

2. [ ] Black [ ] Indian [ ] Asian [ ] Hispanic [ ] White

B. After you complete your present objective identify the careers or college major you wish to go into. Place a (1) next to the career or college major that is your first choice and a (2) for second choice and a (3) for third choice.

If your choice is not present write it in at the bottom.

1. Occupational Studies

____ Clerk Typist
____ Auto Mechanics
____ Registered Nurse
____ Business Machines
____ Marketing & Sales
____ Cooking
____ Checker & Stocker
____ Geriatric Care
____ Groundskeeping
____ Real Estate
____ Sewing
____ Security Guard
____ Cabinet Maker
____ Home Economist
____ Advertising Art
____ Commercial Art
____ Cosmetologist
____ Fire Science
____ Woodworking
____ Bookkeeping
____ Accounting
____ Secretary
____ Receptionist
____ Paramedic
____ Carpenter
____ Drafting
____ Photography
____ Welding
____ Scuba Diving (Resort Management)
____ Small Business Management
____ Business Administration & Management
____ Air Conditioning & Refrigeration
____ Licensed Practical Nurse
____ Marine Diesel Technician
____ Marine Parts Counterperson
____ Nursing Assistant or Nurses Aide
____ Gasoline Engine Technology
____ Police Science & Administration
____ Radio & Television Maintenance & Repair
____ Emergency Medical Technician
____ Heavy Equipment Operator
____ Marine Fiberglass Maintenance/Repair
____ Seamanship & Navigation - Captain Certification
____ Banking -- New Accounts Counselor
____ Commercial Fishing Operations
____ Hotel & Motel Management
____ Repair & Maintenance of Scuba Equipment
____ Small Electrical Appliance Repair
____ Banking -- Savings & Loan Counselors
____ Environmental Marine Technology
____ Computer Programmer
____ Electronic Technology
____ Auto Body & Fender
____ Engineering Technology
____ Financial Management
____ Other: (List)

_____

_____

(B Continued)

2. If your career area is not represented in the previous occupational area and you plan to go to college, please check one of the areas below:

   Two year Associate in Arts preparation for

   ____ Art
   ____ Biology
   ____ Business Administration
   ____ Chemistry
   ____ Criminal Justice
   ____ Education
   ____ Mathematics
   ____ Modern Foreign Language
   ____ Music
   ____ Photography
   ____ Physics
   ____ Social Studies
   ____ Theatre
   ____ General Transfer
   ____ Other: (List)
   _____
   _____

3. After High School I plan to attend one of the following, (check first and second choice)

   ____ Florida Keys Community College
   ____ Other Community College
   ____ Technical School
   ____ Adult Education
   ____ A Florida University
   ____ Private College
   ____ Full time work
   ____ A Florida State University
   ____ An out-of-state college or university
   ____ Go to work (See below if you check here)

   during which I plan to attend

   ____ Adult Education
   ____ Community College
   ____ Technical School

   ____ I can not seek my career objective because it is not available in Monroe County.

   (If checked directly above) My career objective is:

   _____

4. School you are attending:

   _____

Appendix D

RALPH D. TURLINGTON
COMMISSIONER

TALLAHASSEE 32301

DIRECTOR
DIVISION OF COMMUNITY COLLEGES

January 14, 1983

MEMORANDUM

TO: Community College Board Chairmen and Presidents

FROM: Division of Community Colleges

SUBJECT: 1983 INTERIM LEGISLATIVE REPORT #1

House and Senate Committees held meetings during the first week of January in anticipation of the 1983 Session. Funding matters have dominated general discussions and community college governance has been a major topic in the House.

SENATE

The Senate Appropriations Subcommittee "B" reviewed the impact mandatory reserves have had on education and asked each delivery system's representative to propose methods of implementation of an allocation which would be 8% less than that amount originally allocated by the 1982 Session. Attachment I is a copy of the information given to the Subcommittee by Dr. Henderson.

The Senate Education Committee and Appropriations Subcommittee "B" met jointly to hold hearings on the recommendations for strengthening secondary education from the Governor's Commission on Secondary Schools (so called Brown Report.) While that report was primarily concerned with secondary education, it included the following recommendations relating to community colleges and remedial education.

A. The purposes, functions, and academic standards of the state's community colleges as they relate to the state's secondary schools should be reexamined.

B. The Postsecondary Education Planning Commission should revise the latest plan for Florida postsecondary education and shorten the time in which Florida's colleges and universities will be allowed to continue to offer remedial programs. Remedial courses based on elementary and secondary school material are currently projected to end in 1990. Another eight years of noncollege activity by colleges is not appropriate. State colleges and universities should be prohibited from teaching elementary and high school level courses after 1985 Instead, such courses should be offered in high schools in the summer and in adult education programs.

C. As long as the state's colleges and universities are allowed to teach elementary and high school level courses, they must be required to do follow-up studies of the students enrolled in their remedial courses to ascertian the percentage who finally graduate. Until such studies are conducted, the success of remedial programs at the college level will remain unquantified.

D. The Community College Division of the State Department of Education should keep a careful record of the extent of remedial education which engages so much of the energies of the community colleges. These data are essential for high schools to plan and strengthen their curriculum, for colleges to upgrade the quality of their programs, as well as for the Legislature when it assesses the total education program of the state.

Both universities and community colleges were scheduled to testify on remedial education. University representatives testified as to the continuing need for immediate remedial education for a variety of reasons and Commissioner Turlington pointed out that they had remedial education for accountants at the Harvard Graduate School of Business. Time ran out before community colleges testimony could be given and we are informed that this item will be back on the agenda at the February meeting of the Committee.

The Senate Executive Business Committee has met twice and made recommendations concerning community college trustee appointments. This year's Committee has initiated a new policy of temporarily passing on appointees who have a record of absences from board meetings. The Senator from the area of location is expected to talk to such appointees to determine if they are willing and able to make the commitment needed to attend meetings. The response will be brought to the Committee before appointees are reconsidered.

HOUSE

The House Higher Education (HE) Committee and Appropriations Subcommittee III met jointly with members of the Speaker's Task Force on the Community College System to receive the Task Force's seventy-six page report. We have been informed that one copy of this report will be mailed to each community college president and trustee. The Higher Education Committee staff have drafted a proposed committee bill (PCB 1) which would implement the Task Force's recommendations and it is included in the Report. Attachment II is a House staff summary of PCB 1. Chairman Young indicated this may be one of the most important bills to be considered by the Committee this session. No action was taken on the proposal at this meeting but consideration of the bill is expected at the next meeting. Commissioner Turlington, Dr. Phil Benjamin, Mr. Frank Casey, Dr. Bob McLendon, and Dr. Dave Spence gave testimony at the meeting.

COMMITTEE MEETING DATES & MEMBERSHIP

House and Senate Interim Committee meeting schedules have been announced and are as follows:

House - January 32, February 1, 2, 3; 28, March 1, 2, 3
March 14-18 and March 21-15 are reserved for Appropriations

Senate - February 1 and 2 and March 1 and 2

Committee membership on the House Higher Education and Appropriations Committees and the Senate Education and Appropriations Committees are attached for your information (Attachment III). The home towns of the members have been added for convenience.

LEGISLATIVE LOBBY BILLS

None as of this date.

LEGISLATIVE WATCH BILLS

SB 7 (Carlucci) - UNIVERSITY OF NORTH FLORIDA LOWER DIVISION

Establishes a 4-year university in Duval County by adding a lower division to the University of North Florida. Effective upon becoming law.
REFERRED TO Education and Appropriations.

hks
Attachments

ATTACHMENT I

IMPACT OF APPROPRIATION REDUCTIONS ON FLORIDA'S COMMUNITY COLLEGES

1982-83 APPROPRIATIONS

Community College Program Fund	$ 294,486,540
Miami-Dade Campus Security Program	150,000
Library Books and Instructional Equipment	1,700,000
TOTAL APPROPRIATIONS	$ 296,336,540

IMPACT OF 4.49% REDUCTION

Community College Program Fund Prorata Reduction *	$ 11,455,511
Miami-Dade Community College Security Program	150,000
Library Books and Instructional Equipment	1,700,000
TOTAL REDUCTIONS	$ 13,305,511

IMPACT OF 8% REDUCTION

Community College Program Fund Prorata Reduction *	$ 21,856,923
Miami-Dade Community College Security Program	150,000
Library Books and Instructional Equipment	1,700,000
TOTAL REDUCTIONS	$ 23,706,923

PROPOSED ACTIONS TO ALLOW BOARD OF TRUSTEES FLEXIBILITY TO MANAGE REDUCTIONS

By State Board of Education For 1982-83:

A. Allow use of CO&DS funds for facilities maintenance and repair.

B. Suspend rule which limits fee increases to $2.00 per academic year.

C. Suspend rule which prohibits return of operating funds which were previously transferred to the Unexpended Plant Fund.

D. Suspend rule which requires each college to budget 2% of previous year's Community College Program Fund allocation for staff and program development.

By Legislature:

Amend Section 240.359, Florida Statutes, to remove requirement for reduction of subsequent year's Community College Program Fund allocation to any college at which the actual FTE enrollment is more than 5% below the number assigned.

* To give local boards maximum flexibility in managing available resources, it is recommended that special appropriations be eliminated and CCPF allocations be adjusted so each college receives a prorata reduction of the total funds appropriated to it.

COMMITTEE ON HIGHER EDUCATION
HOUSE OF REPRESENTATIVES

PCB #1

SPONSOR: SIMILAR/COMPANION:

RELATING TO: Community Colleges

January 4, 1983

I. Summary

A. Present Situation

Pursuant to Chapter 240, Part III, Florida Statutes, each public community college in Florida is governed by a district board of trustees. The State Community College Coordinating Board is authorized to develop rules and policies to ensure operation of the community college system in a coordinated, efficient and effective manner. The State Board of Education is responsible for coordination of all public education and must adopt rules proposed by the Coordinating Board.

Section 240.301, Florida Statutes, defines the Community College System and lists the range of educational services that may be offered by a community college. The current definition does not prioritize programs or provide goals for achievement by the colleges.

B. Proposed Changes

The Speaker's Task Force on Community Colleges was established to examine the mission and structure of the community college system in Florida. The Task Force recommended:

a. that the mission for the community colleges be clarified and established statutorily, and

b. that changes in the coordinating structure of community colleges be implemented in order to enhance coordination of college operating policies with state fiscal policy.

The bill implements the following recommendations regarding the mission of the community colleges:

a. College-parallel education and postsecondary vocational education are established as the primary mission for and responsibility of the public community colleges. Programs in community education services, adult pre-college education, and recreational and leisure services are established as a secondary role. (section 11.)

b. College-parallel and vocational programs will have first call on state funds. Community education service program costs will be partially borne by the students. Recreation and leisure service program costs will be fully borne by the students. (section 31.)

c. Admission to, and exit from, college-parallel programs will require meeting basic skill standards. Underprepared students will be required to complete remedial non-degree-credit courses in their areas of need. (section 19.)

d. By 1990, the responsibility for ensuring that students receiving high school diplomas have the basic skills necessary for postsecondary education study will rest with the school boards. (section 5.) The Articulation Coordinating Committee will identify these basic skills and define necessary performance standards of those skills. (section 8.) Also by 1990, remedial education in the community colleges will be limited to older students and students in vocational programs. (section 21.) Remedial education activities in the community colleges will be reported as a separate item in the cost accounting systems. (section 31.)

e. The local boards of trustees will have responsibility for seeing that their community college fulfills this mission. (section 29.)

The bill also implements the following recommendations regarding the organizational structure of the community colleges:

a. The coordinating structure for the community colleges is to be centered around a lay board of public citizens, the State Board of Community Colleges. (sections 13-15.) This board is designated as the director of the Division of Community Colleges. (section 1.) The board will have responsibility for:

- coordination of the community college system,
- approval of new programs and degrees,
- review of existing programs,
- concurrence in the appointment of presidents,
- adopting a priority list for capital outlay projects. (section 15.)

b. The State Board of Community Colleges will appoint a Chancellor who will be the Exectuive Officer of the board. The Chancellor will be in charge of the board offices, conduct program reviews, prepare the system budget request, and represent the board before the Legislature and the State Board of Education. (section 15.)

c. The Commissioner of Education will suspend for cause a community college president (section 4), serve on the State Board of Community Colleges (section 13), and concur in the appointment, suspension, or termination of the Chancellor of the community college system. (section 15.)

d. The Postsecondary Education Planning Commission will review all public postsecondary education budget requests for compliance with the master plan and will recommend branch campuses to the State Board of Education. (section 9.)

II. Fiscal Impact

Implementation of this bill should not require additional appropriations. Funds which support the existing State Community College Coordinating Board and the Division of Community Colleges can be transferred to the new State Board of Community Colleges and System Office.

III. Comments

The Task Force also recommended, as part of the mission for community colleges, that the Regional Coordinating Councils be strengthened in order to build better coordination between school districts and community colleges. This is also part of the master plan developed by the Postsecondary Education Planning Commission and will be part of legislation to implement that plan.

Prepared by: Erin S. McCloskey

Staff Director: Jerry O. Helms

EM:jw

APPENDIX E

QUESTIONNAIRE RESULTS FOR CAREER AND EDUCATIONAL INTEREST SURVEY

For Coral Shores

A. Responses: (Raw Scores are listed)

1. 63 Male 61 Female

2. 6 Black 2F 4M Indian 1 Asian Female 8 Hispanic 2M 6F 113 White

B. Responses: (1st choices are given in Raw Scores)

1	Clerk Typist		Small Business Management
5	Auto Mechanics	7	Business Administration & Management
3	Registered Nurse		Air Conditioning & Refrigeration
1	Business Machines	1	Licensed Practical Nurse
1	Marketing & Sales	1	Marine Diesel Technician
1	Cooking		Marine Parts Counterperson
	Checker & Stocker		Nursing Assistant or Nurses Aide
	Geriatric Care		Gasoline Engine Technology
	Groundskeeping	1	Police Science & Administration
2	Real Estate		Radio & Television Maintenance & Repair
	Sewing		Emergency Medical Technician
2	Security Guard		Heavy Equipment Operator
	Cabinet Maker		Marine Fiberglass Maintenance/Repair
	Home Economist	5	Seamanship & Navigation - Captain Certification
1	Advertising Art		Banking -- New Accounts Counselor
5	Commercial Art	4	Commercial Fishing Operations
7	Cosmetologist		Hotel & Motel Management
1	Fire Science		Repair & Maintenance of Scuba Equipment
1	Woodworking		Small Electrical Appliance Repair
1	Bookkeeping		Banking -- Savings & Loan Counselors
14	Accounting	1	Environmental Marine Technology
4	Secretary	9	Computer Programmer
4	Receptionist		Electronic Technology
	Paramedic	1	Auto Body & Fender
3	Carpenter	2	Engineering Technology
	Drafting		Financial Management
1	Photography		
	Welding		
	Scuba Diving (Resort Management)		

List of Other Responses:

See Table A5 for responses.

CORAL SHORES

2. Responses (Raw Scores)

Two year Associate in Arts preparation for

4	Art
6	Biology
10	Business Administration
2	Chemistry
4	Criminal Justice
2	Education
2	Mathematics
1	Modern Foreign Language
7	Music
1	Photography
	Physics
1	Social Studies
3	Theatre
	General Transfer
11	Other: (List)

See Table A5 for responses to other.

3. Responses (1st choice only - Raw Scores)

2	Florida Keys Community College
9	Other Community College
16	Technical School
	Adult Education
19	A Florida University
4	Private College
13	Full time work
12	A Florida State University
31	An out-of-state college or university
14	Go to work (See below if you check here)

during which I plan to attend

	Adult Education
2	Community College
6	Technical School

32 I can not seek my career objective because it is not available in Monroe County.

(If checked directly above) My career objective is:

See Table A5 for responses.

APPENDIX F

QUESTIONNAIRE RESULTS FOR CAREER AND EDUCATIONAL INTEREST SURVEY FOR KEY WEST HIGH SCHOOL

A. Responses: (Raw Scores are listed)

1. 100 Male 78 Female 2 unknown 1 female unknown

2. 23 Black (19F 4M) Indian 2 Asian (1M 1F) 25 Hispanic (13M 12F) 127 White (45F 82M)

B. Responses: (1st choices are given in Raw Scores)

2 Clerk Typist	7 Small Business Management
8 Auto Mechanics	4 Business Administration & Management
4 Registered Nurse	1 Air Conditioning & Refrigeration
1 Business Machines	1 Licensed Practical Nurse
1 Marketing & Sales	2 Marine Diesel Technician
1 Cooking	Marine Parts Counterperson
Checker & Stocker	3 Nursing Assistant or Nurses Aide
Geriatric Care	Gasoline Engine Technology
Groundskeeping	5 Police Science & Administration
1 Real Estate	Radio & Television Maintenance & Repair
Sewing	Emergency Medical Technician
Security Guard	Heavy Equipment Operator
Cabinet Maker	Marine Fiberglass Maintenance/Repair
Home Economist	2 Seamanship & Navigation - Captain Certification
2 Advertising Art	1 Banking -- New Accounts Counselor
3 Commercial Art	3 Commercial Fishing Operations
10 Cosmetologist	2 Hotel & Motel Management
1 Fire Science	1 Repair & Maintenance of Scuba Equipment
Woodworking	Small Electrical Appliance Repair
Bookkeeping	3 Banking -- Savings & Loan Counselors
5 Accounting	1 Environmental Marine Technology
7 Secretary	26 Computer Programmer
Receptionist	8 Electronic Technology
Paramedic	1 Auto Body & Fender
Carpenter	4 Engineering Technology
Drafting	Financial Management
3 Photography	
3 Welding	
6 Scuba Diving (Resort Management)	

List of Other Responses:

See Table A5 for responses.

K.W.H.S.

2. Responses (Raw Scores)

Two year Associate in Arts preparation for

4	Art
8	Biology
19	Business Administration
	Chemistry
8	Criminal Justice
1	Education
10	Mathematics
3	Modern Foreign Language
3	Music
10	Photography
	Physics
1	Social Studies
6	Theatre
3	General Transfer
12	Other: (List)

See Table A5 for responses to other.

3. Responses (1st choice only - Raw Scores)

55	Florida Keys Community College
11	Other Community College
13	Technical School
	Adult Education
20	A Florida University
6	Private College
13	Full time work
16	A Florida State University
24	An out-of-state college or university
11	Go to work (See below if you check here)

during which I plan to attend

1	Adult Education
3	Community College
7	Technical School

18 I can not seek my career objective because it is not available in Monroe County.

(If checked directly above) My career objective is:

See Table A5 for responses.

APPENDIX G

QUESTIONNAIRE RESULTS FOR CAREER AND EDUCATIONAL INTEREST SURVEY FOR MARATHON HIGH SCHOOL

A. Responses: (Raw Scores are listed)

1. 30 Male 44 Female

2. 6 Black (1M 5F) Indian Asian 5 Hispanic (2M 3F) 61 White (25M 36F) 2 other males

B. Responses: (1st choices are given in Raw Scores)

1	Clerk Typist	2	Small Business Management
4	Auto Mechanics	2	Business Administration & Management
6	Registered Nurse		Air Conditioning & Refrigeration
1	Business Machines		Licensed Practical Nurse
1	Marketing & Sales		Marine Diesel Technician
2	Cooking		Marine Parts Counterperson
	Checker & Stocker		Nursing Assistant or Nurses Aide
	Geriatric Care	2	Gasoline Engine Technology
	Groundskeeping	1	Police Science & Administration
	Real Estate		Radio & Television Maintenance & Repair
	Sewing		Emergency Medical Technician
	Security Guard		Heavy Equipment Operator
	Cabinet Maker		Marine Fiberglass Maintenance/Repair
	Home Economist		Seamanship & Navigation - Captain Certification
	Advertising Art		Banking -- New Accounts Counselor
3	Commercial Art	1	Commercial Fishing Operations
3	Cosmetologist		Hotel & Motel Management
	Fire Science		Repair & Maintenance of Scuba Equipment
	Woodworking		Small Electrical Appliance Repair
2	Bookkeeping		Banking -- Savings & Loan Counselors
2	Accounting		Environmental Marine Technology
4	Secretary	11	Computer Programmer
2	Receptionist		Electronic Technlogy
	Paramedic		Auto Body & Fender
	Carpenter	2	Engineering Technology
3	Drafting		Financial Management
	Photography		
1	Welding		
3	Scuba Diving (Resort Management)		

List of Other Responses:

See Table A5 for responses.

MARATHON HIGH

2. Responses (Raw Scores)

Two year Associate in Arts preparation for

2	Art
1	Biology
11	Business Administration
	Chemistry
5	Criminal Justice
2	Education
2	Mathematics
	Modern Foreign Language
1	Music
1	Photography
	Physics
	Social Studies
	Theatre
	General Transfer
5	Other: (List)

See Table A5 for responses to other.

3. Responses (1st choice only - Raw Scores)

7	Florida Keys Community College
3	Other Community College
7	Technical School
	Adult Education
12	A Florida University
4	Private College
3	Full time work
8	A Florida State University
13	An out-of-state college or university
5	Go to work (See below if you check here)

during which I plan to attend

1	Adult Education
2	Community College
2	Technical School

9 I can not seek my career objective because it is not available in Monroe County.

(If checked directly above) My career objective is:

See Table A5 for responses.

APPENDIX H

QUESTIONNAIRE RESULTS FOR CAREER AND EDUCATIONAL INTEREST SURVEY

FOR MARY IMMACULATE HIGH SCHOOL

A. Responses: (Raw Scores are listed)

1. 10 Male 14 Female
2. 1 Black Indian Asian 6 Hispanic 17 White

B. Responses: (1st choices are given in Raw Scores)

___	Clerk Typist	1	Small Business Management
___	Auto Mechanics	___	Business Administration & Management
___	Registered Nurse	___	Air Conditioning & Refrigeration
___	Business Machines	___	Licensed Practical Nurse
___	Marketing & Sales	___	Marine Diesel Technician
___	Cooking	___	Marine Parts Counterperson
___	Checker & Stocker	___	Nursing Assistant or Nurses Aide
___	Geriatric Care	___	Gasoline Engine Technology
___	Groundskeeping	___	Police Science & Administration
___	Real Estate	___	Radio & Television Maintenance & Repair
___	Sewing	___	Emergency Medical Technician
___	Security Guard	___	Heavy Equipment Operator
___	Cabinet Maker	___	Marine Fiberglass Maintenance/Repair
___	Home Economist	1	Seamanship & Navigation - Captain Certification
___	Advertising Art	___	Banking -- New Accounts Counselor
___	Commercial Art	1	Commercial Fishing Operations
5	Cosmetologist	___	Hotel & Motel Management
___	Fire Science	___	Repair & Maintenance of Scuba Equipment
___	Woodworking	___	Small Electrical Appliance Repair
1	Bookkeeping	___	Banking -- Savings & Loan Counselors
1	Accounting	___	Environmental Marine Technology
___	Secretary	2	Computer Programmer
1	Receptionist	___	Electronic Technlogy
___	Paramedic	___	Auto Body & Fender
___	Carpenter	___	Engineering Technology
___	Drafting	___	Financial Management
___	Photography		
___	Welding		
___	Scuba Diving		
2	(Resort Management)		

List of Other Responses:

See Table A5 for responses.

MARY IMMACULATE

2. Responses (Raw Scores)

Two year Associate in Arts preparation for

____	Art
1	Biology
1	Business Administration
____	Chemistry
2	Criminal Justice
____	Education
1	Mathematics
____	Modern Foreign Language
____	Music
1	Photography
____	Physics
1	Social Studies
____	Theatre
____	General Transfer
____	Other: (List)

3. Responses (1st choice only - Raw Scores)

8	Florida Keys Community College
____	Other Community College
2	Technical School
____	Adult Education
1	A Florida University
1	Private College
2	Full time work
1	A Florida State University
5	An out-of-state college or university
4	Go to work (See below if you check here)

during which I plan to attend

1	Adult Education
4	Community College
1	Technical School

1 I can not seek my career objective because it is not available in Monroe County.

(If checked directly above) My career objective is:

See Table A5 for responses.

APPENDIX I

MALE AND FEMALE RESPONSES TO QUESTIONS NO. 2 AND 3 ON THE CAREER INTEREST SURVEY

2. Responses (Raw Scores)

Two year Associate in Arts preparation for

F	M	
4	6	____ Art
8	8	____ Biology
24	17	____ Business Administration
1	1	____ Chemistry
7	12	____ Criminal Justice
3	1	____ Education
4	11	____ Mathematics
3	1	____ Modern Foreign Language
7	1	____ Music
8	5	____ Photography
-	-	____ Physics
2	1	____ Social Studies
6	3	____ Theatre
-	3	____ General Transfer
20	17	____ Other: (List)

See Table A5 for responses to Other

3. Responses (1st choice only - Raw Scores)

35	37	____ Florida Keys Community College
16	7	____ Other Community College
18	20	____ Technical School
-	-	____ Adult Education
27	25	____ A Florida University
8	7	____ Private College
9	22	____ Full time work
21	16	____ A Florida State University
36	37	____ An out-of-state college or university
17	17	____ Go to work (See below if you check here)

during which I plan to attend

2	1	____ Adult Education
5	6	____ Community College
3	13	____ Technical School

27	33	____ I can not seek my career objective because it is not available in Monroe County.

(If checked directly above) My career objective is:

See Table A5 for responses to Other

BIOGRAPHICAL SKETCH OF THE AUTHOR

Ed J. Muraski worked his way through his education. He completed his BS at Indiana State University in 1963 and began teaching at Garney School District in California. In 1968 he completed his MA at Cal State University, Los Angeles. While teaching at Fullerton Junior College in California, Ed was asked to serve as an administrative intern at N. Orange County Community College District for one year in a special training program.

As director of Cooperative Education and Career Development at Rio Hondo College he was prompted to write a book helping others to find their niche in life: "Corner Your Career." The Cooperative Education program at Rio Hondo grew to over 1,200 students in every discipline on campus. Ed supervised the largest division and in his eight years at El Camino, he assisted the Vice President of Academic Affairs in developing programs in all academic areas in his last year at El Camino College.

In 1980 Ed took a position at Florida Keys Community College as Dean of Instruction. There he developed several occupational and academic areas. While at F.K.C.C. he completed this study as the culmination of his Doctorate Degree in Education at Nova University.

CLEARINGHOUSE FOR
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